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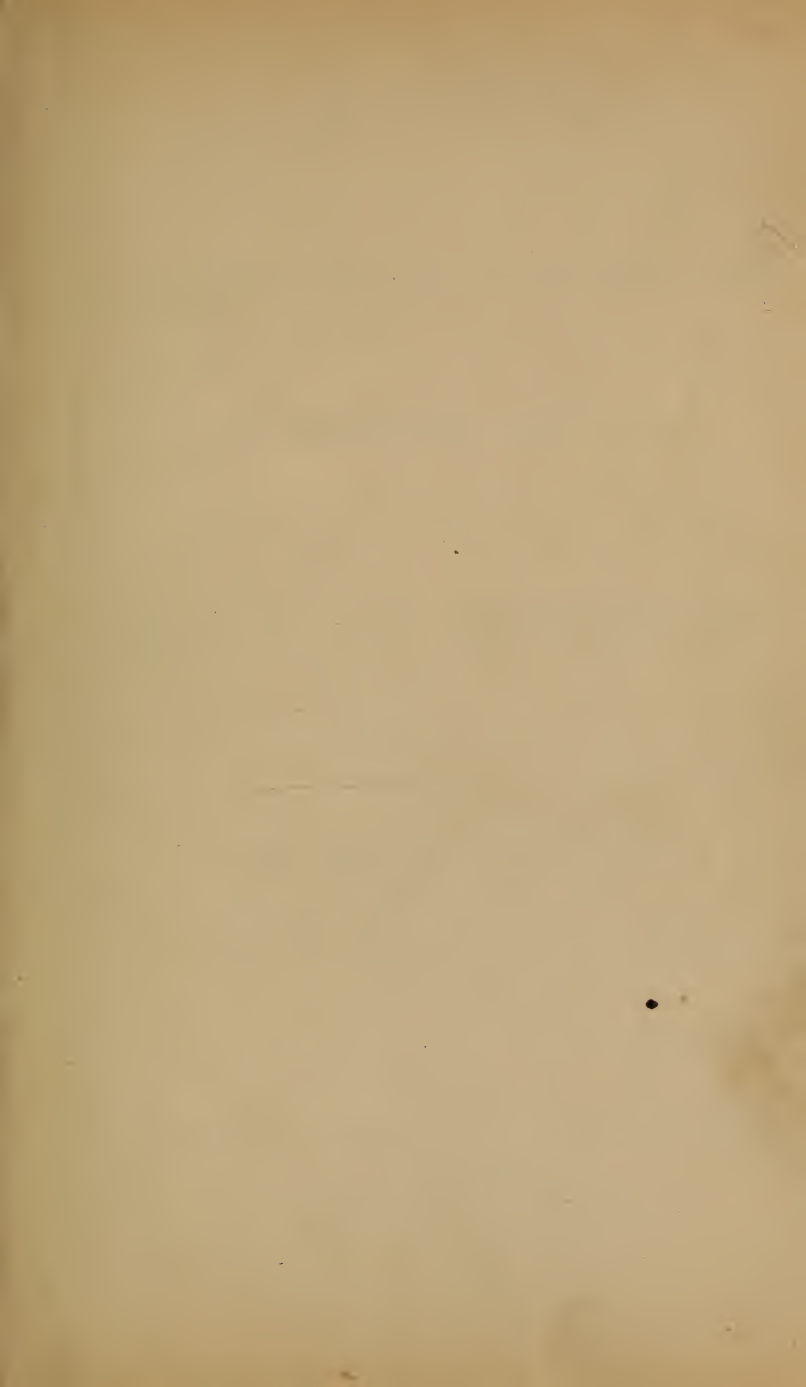
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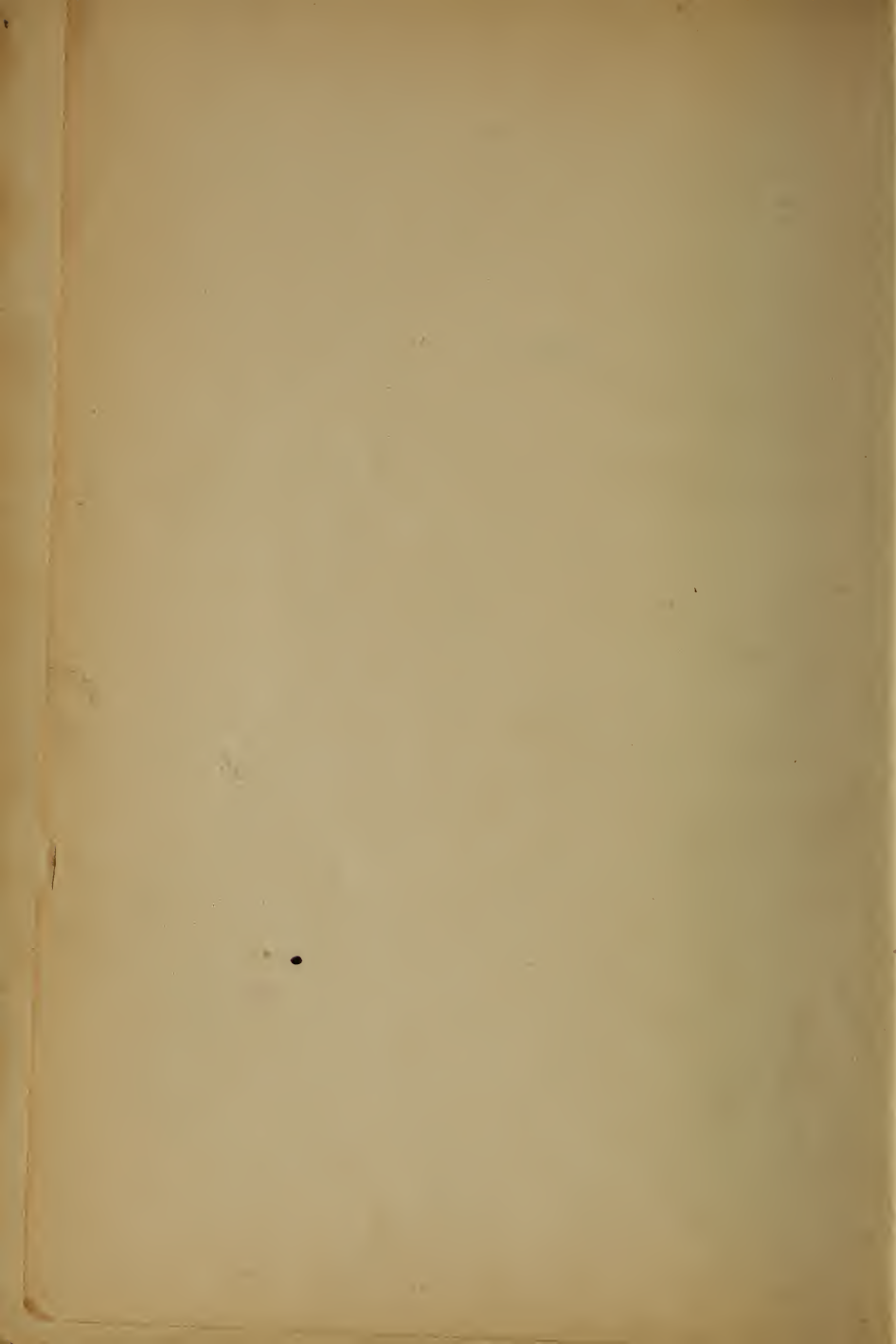
UNITED STATES OF AMERICA.

W. E. Todd

Washington
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K E R L ' S

LANGUAGE LESSONS

AN ELEMENTARY TEXT-BOOK

OR

ENGLISH GRAMMAR.

EDITED BY

S. M. PERKINS.

Hand, Simon



IVISON, BLAKEMAN & COMPANY,
PUBLISHERS,
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PE IIII
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P R E F A C E .

THE series of grammars by SIMON KERL has attained a wide and well-deserved popularity; but in some large cities the prescribed course of study calls for a book differing in arrangement from either of “Kerl’s Grammars” as hitherto published: and this volume has been prepared to meet the requirements in these cases of special grading.

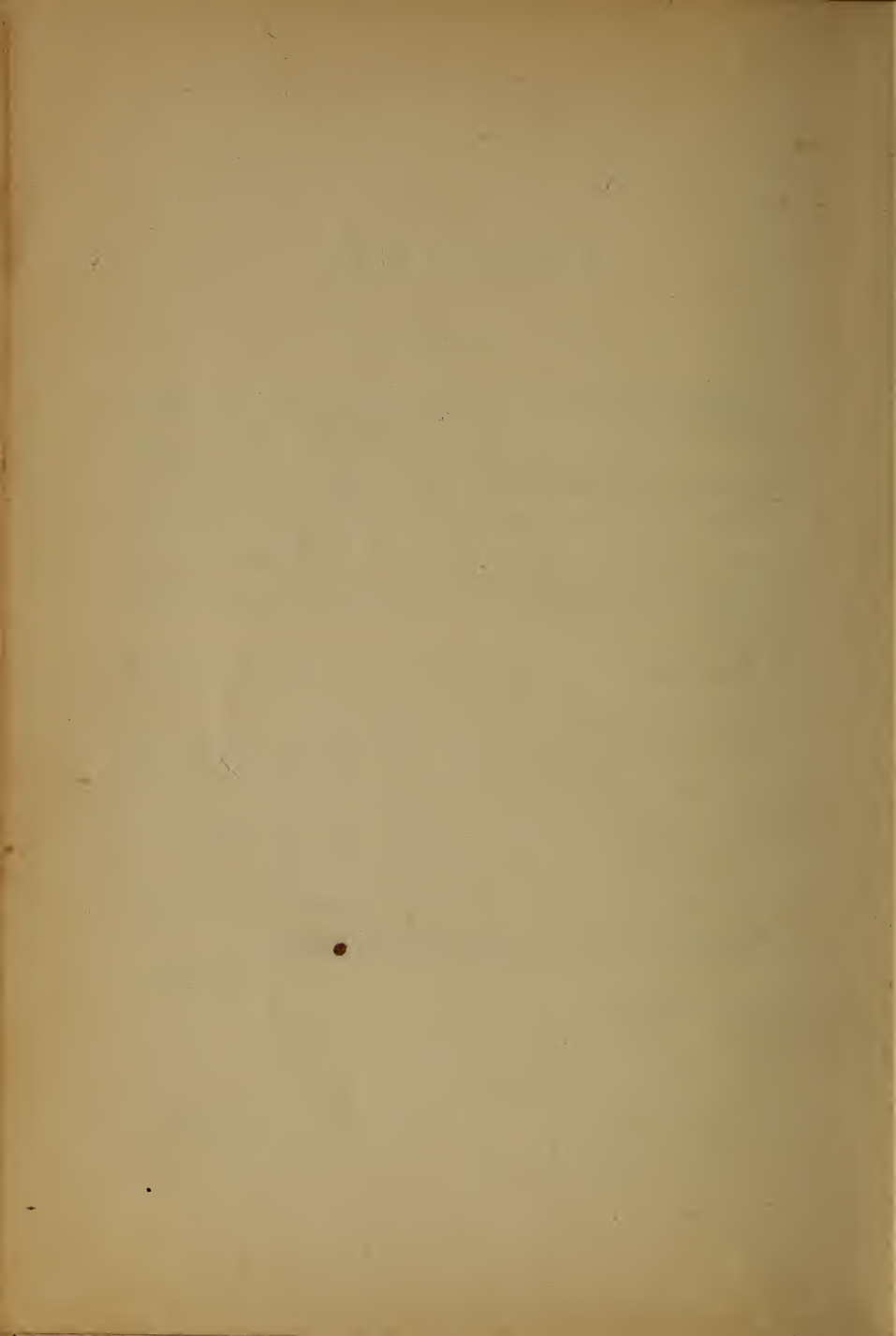
The design of this compilation is to present a practical elementary text-book for class-room work.

The arrangement of topics, the frequent reviews, the suggested methods, and the indicated exercises in composition will, it is believed, meet with the approval of experienced instructors in English Grammar.

To the great body of earnest workers in the teacher’s profession, this book is respectfully dedicated.

S. M. P.

JULY 4, 1878.



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ENGLISH GRAMMAR.

PART I.

LESSON I.

THOUGHT AND ITS EXPRESSION.

1. We have thoughts.
2. We express our thoughts by means of words.
3. Words are either spoken or written.
4. Every saying or statement implies at least two things—something of which we speak, and what we say of it.

John | studies.

Snow | is falling.

Who studies? What is falling?

What do we say about John? What about snow?

5. **Subject.**—The word or expression denoting that of which something is said, is called the *subject*. In the statement, “John studies,” *John* is the subject.

6. **Predicate.**—The word or expression denoting what is said of the subject, is called the *predicate*.

In the statement, Mary is writing, *is writing* is the predicate, because it denotes what is said of Mary.

Mention the subjects and predicates in the following statements, and tell why:

Birds | sing. The sun | shines.

The dew | has refreshed the flowers.

Some rivers | flow swiftly.

The Niagara River | flows towards the North.

LESSON II.

THE SENTENCE.

We combine words into *sentences* to express our thoughts. We write and talk in *sentences*.

7. A **Sentence** is a combination of words making complete sense. A *sentence* is a thought expressed in words.

A sentence must have a subject and predicate.

The sentence, "*The wind glides in waves over the meadow,*" expresses a beautiful thought. *The wind* is the subject, because it denotes that of which something is said; *glides in waves over the meadow,* is the predicate, because it denotes what is said of the wind; and the entire expression is a sentence, because it is a combination of words making complete sense, or because it is a thought expressed in words. In the following statements,

Say that the expression is a sentence, and tell why, mention the subjects and predicates, and why:

Life passes away rapidly.

The good pupil studies diligently.

An isthmus is a narrow neck of land.

Behring Strait separates North America from Asia.

Supply suitable subjects to the following predicates, so as to make complete sentences :

— — — have recited our lesson.

— — — is plowing his fields.

— — — — are sold in the market.

Supply suitable predicates :

The frost — — — — —.

Our neighbor — — — — —.

A flock of blackbirds — — — — —.

Pinks, lilies and roses — — — — —.

Rule.—*The first word of every sentence should begin with a capital letter.*

8. A **Phrase** is two or more words properly put together, but not making a proposition or statement.

9. A **Proposition** or **Statement**, is a subject combined with its predicate.

10. A **Clause** is a proposition that makes only a part of a sentence.

I will come with all possible speed, is a proposition or statement, of which *I* is the subject; *will come with all possible speed*, is the predicate. It is also a sentence when it expresses the complete thought of the speaker. *With all possible speed*, is a phrase; the words are properly put together but do not make a proposition.

I will come with all possible speed when he sends for me

is a sentence, consisting of two propositions or clauses: *I will come with all possible speed, and when he sends for me.*

Supply such words as will make the following phrases complete sentences:

_____ on the 4th of March.

_____ on the 22d of February, 1732.

_____ over the river.

In the City of New York _____.

_____ In fresh water and in salt.

Add suitable phrases to the following expressions:

Tea is imported _____.

The camel is a beast — _____.

Strawberries grow wild _____.

Ships sail _____.

We can go _____, _____.

LESSON III.

ETYMOLOGY.

PARTS OF SPEECH.

11. Etymology treats of the classes of words, their properties and modifications.

The expressing of our thoughts by means of words is called *language* or *speech*.

Language consists of many thousands of words, but they can all be divided into a small number of classes.

To express our thoughts, we use nine classes of words, which are therefore called *Parts of Speech*.

12. The **Parts of Speech** are *Nouns, Pronouns, Articles, Adjectives, Verbs, Adverbs, Prepositions, Conjunctions* and *Interjections*.

NOTE.—Articles may be properly classed with Adjectives, and Interjections scarcely deserve to be called a Part of Speech; still we give the above classification as that most generally used.

NOUNS.

Wherever we look—at home, in the street, in school—we are surrounded by objects or things. We *see* persons, animals and things. We *hear* sounds. We *talk* of love, beauty, sweetness, and many other things that we cannot see.

Write the words: John, New York, tree, slate, bird, horse, apple, desk, goodness.

Are these words that you have written the things themselves, or the *names* of things?

They are names.

13. All words that are names of objects are called *nouns*.

14. A **Noun** is the name of anything.

Tell what flowers grow in gardens. What things can boys eat? What objects did you see this morning on your way to school? Who are your classmates?

What would you call the words you have mentioned?

All words are nouns that denote anything you can see, hear, taste, smell, feel, or think of as being a person or thing.

Tell which words are nouns in the following sentences, and why :

The cradle rocks. The baby sleeps. The tree fell. The farmer raises grain and cattle. Bakers bake bread. Merchants sell goods. Teachers instruct pupils. John tells the truth. Honesty is the best policy.

Write twenty nouns.

LESSON IV.

PRONOUNS.

If I say, "I see you," *I* represents the speaker, but it is not his name; and *you* represents the person spoken to, without being his name. If I say, "*William* promised *Mary* that *William* would lend *Mary William's grammar*, that *Mary* might study *the grammar*," you can easily see that the sentence is clumsy and disagreeable, because I have so often repeated the words *William*, *Mary*, and *grammar*. But if I say, "William promised Mary that *he* would lend *her his* grammar that *she* might study *it*," you notice that the sentence is much more simple and agreeable, because I have used the little words *he*, *she*, and *it* for the nouns, William, Mary, and grammar, instead of repeating these nouns.

Words that are used *for nouns*, or *instead of nouns*, are called *pronouns*.

15. Pro-noun means *for a noun*.

16. The words *I, my, mine, me, we, our, ours, us, thou, thy, thine, thee, you, your, yours, he his, him, she, her, hers, it, its, they, their, theirs, them, myself, ourselves, yourself, yourselves, himself, herself, itself, themselves, who, which, what, whoever, whosoever, whichever, whatever*, and sometimes *that* and *as* are pronouns, because in speaking we often use them in place of the names of the persons or things that we speak of.

17. A Pronoun is a word used instead of a noun.

Put suitable pronouns for the words in italics :

John has learned *John's* lessons. Mary has torn *Mary's* book. Lucy is pretty, and *Lucy* knows it. Thomas was disobedient, and therefore *Thomas's* teacher punished *Thomas*. Joseph and Mary went to meet *Joseph and Mary's* father, but *Joseph and Mary's* father came another way.

Tell which words in the following sentences are pronouns, and why :

I hope *you* will not lose the pencil *which I* lent *you*.

As he entered the woods there flew up, a few yards from him, a large bird. The man who spoke to us owns the boat which we hired.

Write ten sentences, each of which shall contain a noun and pronoun.

Ex.—*I* picked a rose for *you*.

LESSON V.

ARTICLES.

When we speak of only one object of a kind, but of no particular one, we generally place the word *a* or *an* before the name; as, *a* tree, *an* apple; if we mean some particular object or objects, we place *the* before the names; as, *the* trees, *the* apples.

18. These little words, *a* or *an* (meaning *one*), and *the*, which are used before nouns, are called *Articles*.

19. An *Article* is the word *the*, *a*, or *an*, which is placed before a noun to limit its meaning.

20. *A* is used when the following word begins with a consonant sound; as, *a* man, *a* horse. *An* is used when the following word begins with a vowel sound; as, *an* ox, *an* orange.

21. *A* or *an* is used only before the names of single things; *the* is used before names denoting one or more than one.

Place *a* or *an* before each of the following nouns; then *the*: man, egg, people, almond, island, continent.

Write ten short sentences, each of which shall contain one of the following nouns with an article prefixed:

Dog, hotel, rose, hour, stars, rivers, ocean, woods, scholars, flowers, others, houses.

Ex.—James has *a* dog. *The* houses were burned.

LESSON VI.

ADJECTIVES.

We notice every day that objects are not all alike, even when of the same general kind. Some roses are *red*, some are *white*, and some are *yellow*. An apple may be *large* or *small*; *red*, *green* or *yellow*; *hard* or *mellow*; *mealy* or *juicy*. Sometimes we notice several things of interest in the same object. A river may be *deep*, *broad*, *clear* and *swift*. These words that show the qualities of objects or describe them, are called *adjectives*.

Sometimes we use words that do not express the qualities of objects, but that still serve to show what objects are meant.

Such words are *this*, *that*, *each*, *every*, *either*, *first*, *second*, *one*, *two*, *three*, etc.

These words are also called *adjectives*.

In the sentence, "A good pupil will be industrious," *good* and *industrious* are adjectives, because they describe the pupil. And in the sentence, "This tree bore five bushels of apples," *this* is an adjective, because it makes the indefinite word *tree* mean a particular one; and *five* is an adjective, because it limits the noun *bushels*, expressing with it a definite number of bushels.

22. An **Adjective** is a word used to qualify or limit the meaning of a noun or pronoun.

Tell which are the adjectives in the following sentences, and why:

The dark clouds indicate rain.

The bright stars are shining.

Those tall trees are old oaks.

Yonder white clouds are beautiful.

Those large, red apples are sour.

Dear, patient, gentle Nell was dead.

Write ten sentences, each of which shall contain an article and one of the following adjectives :

White, pink, sour, good, tall, large, round, long, slow, young, beautiful, attentive.

Ex.—*A white rose is beautiful.*

LESSON VII.

VERBS.

When we speak of any object, we generally tell either what it *is*, what it *does*, or what *is done* to it.

1. Flowers *are beautiful*. The ant *is an insect*.

2. Birds *sing*. Boys *play*. Carpenters *build houses*.

3. Fields *are plowed*. The corn *was ground*.

The words *are*, *is*, *sing*, *play*, *build*, etc., by means of which we say things of the subjects, are called *verbs*.

Such words as *walk*, *run*, *leap*, *swim*, *study*, *work*, *fly*, *read*, *eat*, *fall*, *flow*, *blow*, and *break*, are verbs, because they tell what persons or things do, or they are used to express assertions, as, "The child walks," "The sun rises," "Birds fly." If I say, "The tree is green," *is* is used to assert the state of the tree; if I say, "The tree waves," *waves* tells

what the tree does ; and if I say, "The tree was struck by lightning," *was struck* tells what was done to the tree.

"The river washes away the soil ;" here *washes* is a verb, because it tells what the river does. "The river *is* deep ;" here *is* is a verb, because it tells something of the river, or helps to show in what state it is. Sometimes we say that the verb *affirms* or *predicates* something of its subject. This is nearly the same as to tell you that it says something of that about which we are talking.

Verb means *word*. Verbs are called so by pre-eminence, because they are the chief words in the construction of sentences.

23. A Verb is a word used to express the act or state of a subject.

Tell which is the noun, and which the verb, in the following sentences, and define each :

Frogs leap. Fishes swim. The wind whistles. The thunder rolls. The lightning flashed. Clouds were moving. He recited his lesson. The door creaked. The snake crept into the grass. Out flew the partridges. Lilies and roses were blooming together.

Put a suitable subject to each of the following predicates :

Is happy ; knows nothing ; am sick ; art released ; grew rapidly ; was neglected ; were neglected ; went away ; spoke sensibly ; replied ; stepped forth ; retreated ; should obey their parents ; was a great man.

Say something of each of the following objects, by telling what they are :

Street, grass, hay, ice, stars, mountains, room, table.

Ex. The street is dusty.

Say something of each of the following objects, by telling what they do :

Horse, farmers, trees, servant, dogs, tailor, teacher, scholar.

Say something of each of the following objects, by telling what is done to them :

Lesson, bonnet, bridge, yard, window, John, newspaper.

24. Rule.—*All proper names, and words derived from proper names, should begin with a capital letter.*

Write ten sentences, and underscore the subject of each sentence with one line, the predicate-verb with two, thus :

The trees in the Park are growing finely.

The battle of Waterloo was fought on the 18th of June, 1815.

LESSON VIII.

ADVERBS.

People do not all walk alike, nor talk alike, nor write alike. Hence we often use such words as *well, badly, fast, slowly, gracefully, awkwardly, sweetly, harshly, hastily*, etc., to describe the actions of persons or to distinguish their actions from one another. These words are called *adverbs*, because they are generally *added to verbs*.

25. *Ad-verb* means *to a verb*. Adverbs are generally used to express *manner, place, time, or degree*, with reference to some act or state.

“The water flows *rapidly* ;” *rapidly* is an adverb, because it tells how the water flows. “It rained here then ;” *here* is an adverb, because it tells where it rained, and *then* is an adverb, because it tells when it rained. “The water is very deep ;” *very* is an adverb, because it tells how deep the water is. “The water flows very rapidly ;” *very* is an adverb, because it tells how rapidly the water flows. If I say, “He reasons *correctly*, speaks *fluently*, and persuades *earnestly* ;” “Walk *up*, walk *down*, walk *in* ; *exceedingly* tall, *surprisingly* abrupt, *more* ingenious, *most* eloquent, *very* powerfully, *quite* fast ;” you see that all of these italicized words tell *how, where, when, or in what degree* ; and they are therefore *adverbs*.

26. An **Adverb** is a word used to modify the meaning of a verb, an adjective, or another adverb.

Mention the adverbs in the following sentences, and why: Walk rapidly. Write slowly. You are playing rudely. He is not going. The letter is well written. She visits us very often. The furnace is remarkably hot. He is sleeping soundly. The army fought very bravely. You have behaved improperly. The water flows swiftly through the dam. Speak distinctly. The dogs barked furiously.

Rapidly is an adverb, because it tells *how* to walk.

Complete the following sentences by adding an adverb to each :

The weather is ——— hot. A fox can run ———. I know ——— deep it is. Tell me ——— the lesson is.

He was burned ———.

——— was he burned.

You know ——— it was done.

He fought ———.

27. **Rule.**—*The words I and O should always be capitals.*

Write ten sentences, each of which shall contain one of these adverbs: Swiftly, here, hereafter, too, quite, very, quickly, steadily, noisily, sweetly, early, soon.

Ex.—The horse is *too* old to run *swiftly*.

LESSON IX.

PREPOSITIONS.

Houses are *on* the ground; cellars are *under* houses; and trees grow *around* houses. Boats run *up* and *down* rivers, and rivers flow *between* hills. The morning star rises *before* the sun, and night comes *after* sunset.

The words *on, under, around, up, down, between, before, and after*, link the parts of the sentences together, and show the position or relation of things to one another.

Such words are called *prepositions*, because they are generally placed before the nouns or pronouns with which they make descriptive phrases. *Preposition* comes

from *pre*, before, and *positio*, placing; the word, therefore, means *placing before*.

28. A **Preposition** is a word used to show the relation between a following noun or pronoun and some other word.

Ex.—A school is kept *in* the house *on* the hill.
Where? In what house?

In is a preposition, and shows the relation between *house* and *is kept*.

On is a preposition, and shows the relation between *hill* and *house*.

Tell the prepositions, and what nouns they are placed before:

The bird sings on the branches. The branches bend before the wind.

We write with steel pens. The dogs chase each other round the yard.

He comes to school too early. The burglar climbed into the window.

The cat jumped upon the table. Rolla was under the table.

He was amongst his friends. They are going towards home.

We ran across the road. The wagon ran over a little girl.

Write ten sentences, each of which shall contain one or more of the following prepositions:

In, into, on, upon, between, underneath, over, along, for, about, to, towards, with, around.

Ex.—He went *around* the house *for* a ladder.

LESSON X.

CONJUNCTIONS.

We frequently use certain words simply to connect words, phrases, clauses, or sentences, and to show the dependence of the parts thus connected. When you hear such words as *and*, *but*, *because*, you at once know that something more is to come, and that it bears a certain relation to what has been said. If I say, "John writes *and* ciphers;" "John spilt his ink on the desk *and* on the floor;" "John writes every day, *and* I generally look at his writing;" you see that the word *and* adds something more to what has been said, or joins two words, two phrases, or two propositions together.

Con-junction is derived from *con*, together, and *junctio*, joining; and it therefore means *joining together*, or something *that joins together*.

Such words as *and*, *or*, *but*, *than*, *because*, *for*, *if*, and *though*, are called *conjunctions*, because they serve to connect the parts of discourse. "Silks and jewels are showy but dear."

And connects *silks* and *jewels*, and *but* connects *showy* and *dear*; hence *and* and *but* are conjunctions.

"He rides *if* he is sick;" "He rides, *though* he is sick;" "He rides *because* he is sick."

Here *if*, *though*, and *because* are conjunctions, because each connects two clauses.

29. A **Conjunction** is a word used to connect words, phrases, clauses, or sentences.

Tell which words in the following sentences are conjunctions, and why:

The trees are budding, and the birds are singing.

He is brave, but he is cautious.

I shall go out if it does not rain.

I am not acquainted with him, nor do I wish to be.

You must study, or you will not learn.

He studied that he might learn.

We blamed him because he did wrong.

Frank is taller than John.

James and Henry will study French or German.

As the hour has come we will commence.

Supply conjunctions:

James — John must do it.

You must go home ——— you are sick.

You will fail — you study.

You will fail — you do not study.

The rose is more fragrant ——— the peony.

Tell of what part of speech each word is, and why:

The cork-tree sheds its bark every ten years.

Ex.—*The* is an article, because it is placed before the word *cork-tree* to show that a particular object is meant. *Cork-tree* is a noun, because it is the name of an object, and so on.

A snake crept through the fence into the grass.

The meadow is covered with grass and flowers.

LESSON XI.

INTERJECTIONS.

When we see, hear, or in any other way notice things, our feelings are often suddenly excited, and we utter, almost unconsciously, certain little words that show these emotions. Words of this kind are such as *O, oh, ah, pish, tut, aha, whew*, etc., which you have doubtless often heard. They generally express surprise, wonder, joy, grief, anger, or contempt.

Interjection means *throwing between*; and since these words are loosely thrown between other words in speaking, they are called *interjections*.

30. An **Interjection** is a word that expresses an emotion, and is not connected in construction with any other word.

"Day broke; but then, oh! what a spectacle was that battle-field!" *Oh* is an interjection, because it expresses the sudden emotion of the speaker, and is not related to any of the other words of the sentence.

In the following sentences tell the prepositions, conjunctions, and interjections, and why:

The water ran around the bridge and over the bridge. There is a walk and a carriage road from the church to the college.

Alas! no hope for me remains.

He is stout in appearance, yet he is sickly.

We lost the battle, notwithstanding we did our utmost to win it.

This pupil will learn because he is attentive.

Tell what part of speech each word is in the following sentences :

Good order is the foundation of all good things.

God reared the mountains with their pine-clad spires.

On this stream we found magnolias and cedars.

If it continues to rain, the river will rise.

Thunder rolled in every quarter of the heavens.

Ha, ha, ha ! he is a fine gentleman truly.

Her eyes looked into every eye that fell upon them.

The grapes were sour, but the peaches were deliciously ripe. .

THE LITTLE BIRD'S COMPLAINT.

Here in this wiry prison caged, I sing,

And think of sweet green woods, and long to fly ;

Unable once to stretch my feeble wing,

Or wave my feathers in the clear blue sky.

Day after day, the self-same things I see,

The cold white ceiling, and this wiry house ;

Ah ! how unlike my healthy native tree,

Rocked by the winds, that whistled through the boughs

Oh ! how I long to stretch my weary wings,

And fly away as far as eye can see ;

And from the topmost bough where Robin sings,

Pour my wild songs, and be as blithe as he.

LESSON XII.

REVIEW OF DEFINITIONS.

1. A Subject is a word or expression denoting that of which something is said.

2. A Predicate is a word or expression denoting what is said of the subject.

3. A Sentence is a combination of words making complete sense, or it is a thought expressed in words.

4. A Phrase is two or more words properly joined together, but not making a statement.

5. A Proposition is a subject combined with its predicate.

6. A Clause is a proposition that makes only a part of a sentence.

7. The Parts of Speech are classes of words which we use to express our thoughts.

8. The Parts of Speech are nouns, pronouns, articles, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections.

9. A Noun is the name of anything.

10. A Pronoun is a word used instead of a noun.

11. An Article is the word *the*, *a*, or *an*, which is placed before a noun to limit its meaning.

12. An Adjective is a word used to qualify or limit the meaning of a noun or pronoun.

13. A Verb is a word used to express the act or state of a subject.

14. An Adverb is a word used to modify the meaning of a verb, an adjective, or another adverb.

15. A Preposition is a word used to show the relation between a following noun or pronoun and some other word.

16. A Conjunction is a word used to connect words, phrases, clauses, or sentences.

17. An Interjection is a word that expresses an emotion, and is not connected in construction with any other word.

18. Etymology treats of the derivation, classes, and properties of words.

LESSON XIII.

SENTENCES.

When we speak or write to a person, we usually do so either to tell him something, to ask him something, or to bid him do something. And sentences are accordingly either *declarative*, *interrogative*, or *imperative*.

31. A declarative sentence is an assertion.

32. An interrogative sentence is a question.

33. An imperative sentence is a command or request.

<i>Declarative.</i>	<i>Interrogative.</i>	<i>Imperative.</i>
The soldier rests.	Does the soldier rest ?	Soldier, rest.
John goes to school.	Does John go to school ?	John, go to school.
She went home.	Did she go home ?	Go home.

Rule.—*A declarative or imperative sentence should be followed by a period; an interrogative sentence by an interrogation-point; and a sentence used as an exclamation by an exclamation-point.*

Tell whether the following sentences are declarative, interrogative, or imperative, and why; also mention the subject and predicate of each:

He is honest. Is he honest? Be honest. The summits of the Rocky Mountains are covered with snow. Take away these books. Why are we here idle? Go to the ant, thou sluggard! The wind is never weary. Is it raining? Work, boys, work. Wolves were once common in every part of this country. Were you in time for the train? The lone sheep is in danger of wolves. Wake not a sleeping lion. War brings scars. Weeds do not need sowing or culture. Do not count chickens before they are hatched. Is dinner ready? A bird in the hand is worth two in the bush. Are you hurt? Time devours all things. What comes from the heart, goes to the heart. Do not say, go; but go thyself.

34. In imperative sentences, the subject is thou or you, understood.

Write five declarative, five interrogative, and five imperative sentences. Underscore the subjects in the declarative and interrogative sentences with one line; underscore all the predicate-verbs with two lines.

Ex.—Oranges are brought from Florida.

Will you lend me a pencil?

John, bring me a glass of water.

LESSON XIV.

SENTENCES.

An assertion can be made of one thing, or of two or more distinct things; and one assertion, or two or more distinct assertions, may be made of the same subject. In the sentence, "The boy is going to school," the subject and the predicate are simple; in the sentence, "The *boy* and his *sister* are going to school," the subject is compound; and in the sentence, "The boy *studies* and *plays*," the predicate is compound.

35. The subject of a sentence may be either simple or compound.

36. The predicate of a sentence may be either simple or compound.

Mention the subjects and predicates in the following sentences, and tell whether they are simple or compound:

John and James study. John reads and writes. Winds and storms are but currents of air. He lighted his lamp, and sat down by the table, but soon slept with all his might. Beauty is a blossom. Time and distance tame the strongest grief. Books, music, and gardening are his delight. After clouds comes fair weather. Apples, peaches, plums, and melons grow in most parts of our country. I must either sell or borrow. The lark soars and sings.

37. **Rule.**—*When two words in a series of nouns, adjectives, verbs, or adverbs, are not connected by a conjunction, they should be separated by a comma.*

Ex. 1.—John, James, and Henry brought their grammars, arithmetics, spellers, and blank-books to school.

Ex. 2.—The wind was strong, keen, fitful, and boisterous.

Ex. 3.—The horse reared, kicked, plunged, and at last broke loose from the carriage.

Ex. 4.—They positively, repeatedly, and angrily denied the charge.

In the following expressions, mention the phrases and sentences, and define each ; change phrases into sentences ; resolve composite sentences into their clauses ; resolve sentences or clauses into subjects and predicates, and define these parts :

A clear and beautiful stream ran along the bluffs. Under a shady maple. Her eyes were blue, like blossoming flax. The diamond is the most precious gem. Blown down by the wind. Palm-trees grow in Asia, Africa, and South America. Some boys and girls are very careless. To study diligently. The thunder burst in tremendous explosions. The peals were echoed from mountain to mountain. The storm seemed to have brought all the artillery of heaven into action. Williams, the barber. When I had recited my lessons. Literature is a garden, books are particular views of it, and readers are visitors. How soon are we forgotten when we are gone! Set a frog on a golden chair, and he will leap back into his dirty pool. Springs flow from natural reservoirs underground. Lakes are supplied with water by rivers, brooks, or springs. He that has ill luck, gets ill usage. Eagles do not catch flies. Men, like pillars, are strong only

while they are upright. The purest water comes from hardest rock.

Make sentences, and embody in them the following phrases :

Under the snow. Decked with flowers. To study more diligently. By the brook. Planted in rows. To see the sun rise. In the deepest pool. Glowing with heat. To spend the day. Over field and forest. Having nothing to do. To play with his dog.

LESSON XV.

SENTENCES. SYNTAX.

Change each set of the following statements into one sentence ; mention the subject and predicate, and all the parts of speech, and define each :

1. The tree was struck. It was an oak tree. The tree was old. It was a fine tree. It grew in the Park. The lightning struck it. It was night when it was struck. The night was Thursday night. It was twelve o'clock when it was struck.

How much more briefly and elegantly is all this information expressed in one sentence ! *The fine old oak tree in the Park was struck by lightning at 12 o'clock on Thursday night.*

2. Banks were overflowed. They were the banks of the Mississippi. This was on the 15th of last June.

3. A boy came. He was pretty. He was little. He

was blue-eyed. He had rosy cheeks. He came with a young, white rabbit. He had it in his pinafore. He brought it to his mother.

4. The girl wrote a letter. She was a good girl. She wrote it to her mother. It was a long letter. She wrote it on her mother's birthday. She wrote in the morning.

Elizabeth harangued her troops. Elizabeth was a queen. She harangued them with much spirit. It was at Tilbury Fort. It was before the Spanish Armada arrived. It was only a little time before.

37. Syntax treats of the relations and arrangement of words in sentences.

LESSON XVI.

RELATIONS OF WORDS.

38. A noun or pronoun may be the *subject* of a verb.

Ex.—The *tree* fell. (What fell?) The *flower* is unfolding. The *partridges* flew away. The *ship* moves. The *bell* rings. The *storm* roars. *She* laughed. (Who laughed?) *He* is reading. *I* shall return soon. The *boys* skate. The *trees* wave. The *fire* crackles and flames.

The *ocean* is blue. (What is blue?) This *map* is beautiful. The *well* was deep. Her *dress* was white and neat. The *lark* is a singing bird. A *thief* is also a liar. Our *corn* is gathered. The *bread* is baked. *Brass* is made of zinc and copper.

39. A noun or pronoun may be the *object* of a verb.

Ex.—The fisherman catches *fish*. (Catches what?) The boy broke the *looking-glass*. My mother spins *flax*. The carpenter mended the *door*. The caterpillars devoured the *buds*. The weaver weaves *yarn* into cloth. The barber shaved *me*. I invited *him*. They hid *themselves*. The sun is warming the *garden*. Snow has covered the *hills*. She sang us a *song*.

Song is a noun, and is the object of the verb sang; it tells what she sang.

40. A noun or pronoun may be the *object* of a preposition.

Ex.—I was going down the *street*. (Down what?) The Mississippi river rises in *Minnesota*. The book lay on the *table*. The child fell into the *well*. The bridge extends over the *river*. There is a plank-road from the *church* to the *college*. Several railroads run through *Pennsylvania*. The garden lies behind the *house*. The swallows flutter about the *eaves*.

The whirlwind passed around the asylum and destroyed the church.

Asylum is a noun, the object of the preposition around; *church* is a noun, the object of the verb destroyed.

41. A noun or pronoun may be a *possessive*, or word denoting possession or ownership.

Ex.—Here is the *boy's* book. Here are the *boys'* books. This is the *man's* hat. These are the *men's* hats. I have cleaned *my* desk. We have cleaned *our* desks. You have broken *your* slate. He has bruised *his* thumb. She has

torn *her* book. They had lost *their* way. This is *mine*; that is *yours*; and the other is *hers*. *Yours* are better than *ours*. My *brother's* estate belongs to one person only. My *brothers'* estate belongs to two or more persons. My *friend's* request comes from one person only. My *friends'* request comes from two or more persons. It is *our* duty, not *theirs*, to supply the *people's* wants. For *goodness'* sake, help me out of my troubles. He resides near *St. James's* Place.

Boy's is a possessive noun, governed by *book*. *Book* is the word that leads to the use of the possessive form of boy.

Hence the possessive is said to be governed by the name of the thing possessed.

42. A noun or pronoun may be explanatory of another noun or pronoun denoting the same person or thing.

Ex.—Webster, the *orator* and *statesman*, was not related to Webster, the *author*.

Cortez, the *conqueror* of Mexico, was a brave *man*.

He was elected *Governor*.

They called her *Mary*.

It was *he*. It is *I*.

Write five sentences, each of which shall contain a possessive noun or pronoun, and five which shall contain an explanatory noun or pronoun; underscore as in the examples.

Ex.—Jane and Mary saw their father's house in the distance.

Mary was the most studious pupil in her class.

Rule.—*Explanatory nouns, pronouns, or phrases, following the principal terms, should be separated from such terms and from the rest of the sentence by commas.*

Ex.—The pupils of the school, *bright-eyed boys and girls*, were singing “America.”

LESSON XVII.

SYNTAX.

RELATIONS OF WORDS.

43. A noun is *independent* when it has no dependence on any other word in the sentence.

Ex.—*William*, you may recite your lesson.

You is the subject of the verb *may recite*; *your* is a possessive, governed by *lesson*; *lesson* is the object of the verb *may recite*; *William* is an independent noun.

44. A noun is said to be *absolute* when joined with a *participle*, but not connected with a *finite* verb.

45. A *finite* verb is a verb used to predicate (say) something of its subject.

46. A *participle* is a form of the verb that expresses the act or state, without predicating it of a subject, and generally has the sense of an adjective.

Ex.—The train *having started*, we were obliged to wait another day.

Train is a noun, *absolute* with the participle *having started*.

The storm *having burst* upon us, we took refuge in the nearest hut.

The storm *being* over we continued our journey.

47. A pronoun refers to the noun or term which it represents.

Ex.—James saw *his* mistake.

His is a possessive pronoun ; it refers to James, and is governed by mistake.

The father and *his* son cultivated the farm, which *they* had purchased.

To what does *his* refer ? *Which ? They ?*

Tell the parts of speech in the following sentences, and to what the pronouns refer :

Henry's brother has brought my horse.

Our sweetest songs are those which tell of saddest thought.

I will meet you at Smith's, the bookseller.

Her brother went to the doctor, who quickly removed the cause of his annoyance.

My mother ! when I learned that thou wast dead,

Say, wast thou conscious of the tears I shed ?

Hovered thy spirit o'er thy sorrowing son ?

Wretch even then, life's journey just begun !

I heard the bell tolled on thy funeral day ;

I saw the hearse that bore thee slow away ;

And, turning from my nursery window, drew

A long, long sigh, and wept a last adieu !—COWPER.

Write ten sentences, each of which shall contain a noun

that is INDEPENDENT, or that is ABSOLUTE, with a participle ; underscore as in the examples.

Ex. Ladies and gentlemen, you are welcome.

The leader having fallen, his troops fled.

LESSON XVIII.

RELATIONS OF WORDS.

48. Articles and adjectives relate to nouns and pronouns.

They *relate* to the words they point out, limit or describe. Sometimes we use the word *modify* to convey the same idea.

Ex.—It was *a gusty, playful* wind, frolicking with *leafy* trees.

A is an article, relating to *wind* ; *gusty* and *playful* are adjectives, relating to *wind*.

Tell the articles and adjectives in the following sentences, and the nouns to which they relate :

Africa is the native land of the negro race.

The young grass covers the dark ground like a delicate green carpet.

In Winter the prairies are gloomy and desolate.

Scarlet and golden maples waved below million-fingered pines.

In this nook, we saw four or five squirrels, some turkeys, and many partridges.

In the temperate zones, people are most healthy, happy, and intellectual.

The pleasant artisan has made a beautiful box for the noble Italian lady.

The sweet, gentle young girl watched by the couch of her suffering brother.

49. Phrases and clauses are often used as adjectives, to show *who*, *what*, or *what kind* is meant.

Ex.—There is no place of safety for him.

What kind of place? *Of safety* is an adjective phrase, and relates to or modifies *place*.

A man of perseverance generally succeeds.

What kind of man? *Man* is the subject, modified by the article *a* and the adjective phrase *of perseverance*; *succeeds* is the predicate-verb, and is modified by the adverb *generally*.

The people who flatter you are not your friends.

What people? *People* is the subject, modified by the article *the* and the adjective clause, *who flatter you*.

Tell the adjective phrases and adjective clauses in the following sentences, and the nouns or pronouns to which they relate:

The rain which fell yesterday has been very refreshing.

In this sentence, *rain* is the subject, modified by the article *the*, the adjective clause *which fell yesterday*, and the adjective phrase *very refreshing*. What has been very refreshing? The predicate-verb is *has been*, and the entire predicate is *has been very refreshing*. We see from this that the predicate may contain words and phrases that *attribute* or ascribe conditions and qualities to the subject.

Adjectives and adjective phrases that complete the

predicate are called *attributes*, or *attribute* words and phrases.

He was without home and without friends.

The path through the meadow is the nearest.

People then wore buttons of brass and buckles of silver.

The garments scorched by fire are worthless.

Knives made from steel are the best.

The people who flatter you are not your friends.

The lady who sings so well came from Italy.

We respect those who respect themselves.

“The night comes swiftly, like a hunted man who cloaks his sin.”

“Among the hills of Spain there stands
A fabric reared by holy hands.”

“King Robert, who was standing near the throne,
Lifted his eyes, and lo! he was alone !

* * * *

And when his courtiers came they found him there,
Kneeling upon the floor, absorbed in prayer.”

Write five sentences, each of which shall contain an adjective phrase, and five which shall contain an adjective clause. Underscore the adjective phrases with one line, the adjective clauses with two.

Ex. The productions of our soil furnish the wealth of the country.

We should take care of the soldiers who fought our battles.

LESSON XIX.

RELATIONS OF WORDS.

50. A verb relates to some noun or pronoun as its subject.

Ex.—Each flower expands its little leaves.

Expands is a verb; it tells what the flower does, and relates to *flower*.

The vessel struck a hidden rock and sunk.

Struck and *sunk* are verbs, and relate to their subject, vessel.

Mention the verbs in the following sentences, and to what subjects they relate :

The breeze blows cool; the waters quiver under it; and softened sunbeams pour around a fairy light.

We walked the deck, and gazed upon the billows.

Our work was done, and we were seated under the old elm.

“Down the hills of Angostura still the storm of battle rolls;

Blood is flowing, men are dying; God have mercy on their souls!”

51. A participle is a form of the verb that expresses an act or state but does not predicate; that is, a participle alone, with a subject, does not make a complete statement, and it may, besides, have the sense of a noun or adjective.

Ex.—The birds, awaking, burst into a song.

Awaking is a participle, and relates to *birds*; it expresses a state, but does not predicate. What do the birds do? *Burst* is the predicate-verb, and relates to *birds*.

The clouds, touched by the sun, seemed to glow with fire.

What is said of the clouds? *Touched* is a participle, and relates to clouds. *Touched* is the principal word in the adjective phrase *touched by the sun*.

The sun having arisen, we proceeded on our way.

Having arisen is a participle, relating to *sun*. *Sun* is absolute with the participle having arisen, as it is not the subject of any finite verb.

52. An Infinitive is a form of the verb that begins with *to*, but does not predicate. It relates to an expressed or indefinite subject, and generally depends upon some other word; it may, besides, have the sense of a noun, adjective or adverb.

Ex.—The clouds, touched by the sun, seemed to glow with fire.

To glow is an infinitive. Seemed what? What to glow? *To glow* relates to clouds, and depends upon seemed.

The bee brought his honey to sweeten the feast.

Why? What to sweeten?

He was anxious to return.

To return relates to *he*, and depends upon *anxious*.

Write five sentences each of which shall contain a participle, and five which shall contain an infinitive. Under-score the participles with one line, the infinitives with two.

Ex.—We saw two kittens playing in the garden.

To ride is pleasant. Most people love to ride.

LESSON XX.

RELATIONS OF WORDS.

53. An Adverb relates to a verb, an adjective, or another adverb.

Mention the adverbs in the following sentences, and to what they relate :

The eagle flies swiftly. God is everywhere.

Swiftly is an adverb, it tells how the eagle flies, and relates to *flies*. Adverbs are found by asking *How? When? Where? In what degree?* etc.

They softly lie, and sweetly sleep, low in the ground.

Never before did I see her look so pale. *How pale?*

He has already been there very frequently.

You are yet young enough to learn quite easily.

Your book is more beautiful, but mine is more useful.

Perhaps I have been rather idle hitherto ; but henceforth I will certainly try to study more diligently.

England is so highly cultivated that it looks like one vast garden.

54. Phrases and clauses are often used as adverbs.

Ex.—We played *in the meadow*. Where?

He remained *till morning*.

The family emigrated *from Spain to Cuba*, during the last century.

The last example is a simple sentence ; the subject is *the family* ; the predicate is *emigrated from Spain to Cuba during the last century*. The subject-noun is *family*, which is modified by *the* ; the predicate-verb is *emigrated*, which is modified by the three adverbial phrases, *from Spain*, *to Cuba*, and *during the last century*.

LESSON XXI.

RELATIONS OF WORDS. ANALYSIS.

55. A **Preposition** shows the relation of a following noun or pronoun to some other word.

56. A **Conjunction** connects words, phrases, clauses, or sentences.

57. **Interjections**, and nouns or pronouns, in address, are used independently.

Mention the prepositions in the following sentences, and between what they show the relation; the conjunctions, and what they connect; the interjections and other words, used independently:

The surface of the earth consists of land and water.

Of is a preposition, showing the relation of *earth* to *surface*. (What surface? What *of* the earth?) *And* is a conjunction, connecting *land* and *water*.

Streams of water generally flow into lakes, and from them.

Alas! my noble boy, that thou shouldst die!

The earth, or globe on which we live, is not perfectly round.

The people are healthy, though the climate is severe.

Glide on, O Moon! fairer than a silvery boat in the upper deep.

If you deal with a fox, think of his tricks.

Watch the door of thy lips, lest thou utter folly.

The dog meant play; but, hoity-toity! how the cat

raised her back, and growled, notwithstanding he was so friendly!

He upbraided them *because* they repented not.

Because is a conjunction, connecting the clause *preceding* and the one coming after.

“Why was I taken from my waving nest ; .

From flowery fields, wild woods, and hedges green?

Torn from my mother’s warm and downy breast,

In this sad prison-house to die unseen ?

Kind lady, come, with gentle, pitying hand,

Unbar my prison-door, and set me free ;

Then on the white-thorn bush I’ll take my stand,

And sing sweet songs to freedom and to thee.”

Resolve the following sentences into as many statements as possible ; resolve these into their subjects and predicates ; tell what part of speech each word is, and to what it relates or what its use is :

THE LONELY PRISONER.

“For more than four long years

I’ve gazed on prison walls,

From morning’s earliest dawning light,

’Till shade of evening falls.

In dreams I visit oft

That dear, familiar home ;

My wife and children gather round,

Right glad that I am come.

The lovely little ones,

Sit prattling on my knee ;

‘Father, what made you stay so long ?

Have you been o’er the sea ?’

The tears of joy flow fast;
And quite bedim my eyes ;
O, is there happiness like this,
Except beyond the skies ?
But, ah ! the illusion breaks !
Who shall my fate bemoan ?
The wretched prisoner awakes,
To find himself alone.
Ye who have never known,
How lonely prisoners live,
Unless your hearts be made of stone,
A sigh of pity give."

"Faded is Alva's noble race,
And gray her towers are seen afar ;
No more her heroes urge the chase,
Or roll the crimson tide of war."—BYRON.

"In the chimneys of the disused rooms, swallows had built their nests for many a long year, and from earliest spring to latest autumn, whole colonies of sparrows chirped and twittered in the eaves. There were more pigeons about the dreary stable-yard and outbuildings than anybody but the landlord could reckon up."—DICKENS.

"The Judge looked back as he climbed the hill,
And saw Maud Müller standing still :
'A form more fair, a face more sweet,
Ne'er hath it been my lot to meet.
And her modest answer and graceful air,
Show her wise and good as she is fair.'"

LESSON XXII.

REVIEW.

1. A declarative sentence is an assertion.
2. An interrogative sentence is a question.
3. An imperative sentence is a command or request.
4. The subject of an imperative sentence is *thou* or *you* understood.
5. The subject of a sentence may be either simple or compound. Give an example.
6. The predicate of a sentence may be either simple or compound. Give an example.
7. Syntax treats of the relations and arrangement of words in sentences.
8. A noun or pronoun may be the subject of a verb. Give an example.
9. A noun or pronoun may be the object of a verb. Give an example.
10. A noun or pronoun may be the object of a preposition. Give an example.
11. A noun or pronoun may be a possessive, or word denoting ownership. Give an example.
12. A noun or pronoun may be explanatory of another noun or pronoun, denoting the same person or thing. Give an example.
13. A noun is independent when it has no dependence on any other word in the sentence. Give an example.
14. A noun or pronoun is said to be absolute when

joined with a participle, but not connected with any finite verb.

15. A finite verb is a verb used to predicate something of its subject.

16. A participle is a form of the verb that expresses the act or state, without predicating it of a subject, and generally has the sense of an adjective.

17. A pronoun refers to the noun or term which it represents.

18. Articles and adjectives relate to the nouns and pronouns that they limit or describe.

19. Phrases and clauses are often used as adjectives, and are then called adjective phrases, or adjective clauses.

20. A verb relates to some noun or pronoun as its subject, or to some phrase or clause used in the sense of a noun.

21. An infinitive is a form of the verb that begins with *to*, but does not predicate. It relates to an expressed or indefinite subject, and *generally* depends upon some other word.

22. An adverb relates to a verb, adjective, or other adverb.

23. Phrases and clauses are often used as adverbs.

24. A preposition shows the relation of a following noun or pronoun to some other word.

25. A conjunction connects words, phrases, clauses, or sentences.

26. Interjections, and nouns or pronouns, used in direct address, are used independently.

LESSON XXIII.

INCORRECT EXPRESSIONS.

The teacher should keep a list of incorrect expressions in common use, and train the pupils by precept and example to a correct use of language, even though they are not prepared to understand the technical rules of grammar.

Correct the following expressions :

You *aint* going home yet. I *aint* ready. It *aint* so. He *han't* got it. You *hadn't ought* to go. Have you *got* a knife. We have *got* a horse. John *done* it. We *done* the sums. I *didn't do* nothing. I *come* to school early. James *come* to school yesterday. I *han't got* nothing. I *don't know* nothing about it. John *laid* down on the sofa. We saw the book *laying* on the table. Rover *has laid* down. After *laying* awhile he *raised* up. The teacher *learned* me to cipher. I *seen* him yesterday. You *seen* him coming up the street. *Set* down in that chair. I saw him *setting* on the steps. Go into the *setting* room. *Sit* the lamp upon the table and let it *set* there. She's *went* home. He's *went* down stairs. Give me *them* books. Did you see *them* birds? Are *them* two girls going with us? *Them is* my sentiments. This *here* slate is broken. That *there* pencil is mine. It is *me*. John and *me* went to the house. It was *him* and *me*. I knew it was *him*. Between you and *I*. He called her and *I*. You may have *either* of the four apples. *Neither* of the six books was the one I wanted. *Neither* of the six books *were* here. Divide the apple *between* us three.

Either, neither, and between should be used where only two objects are spoken of.

Give each girl *their hats*. She was the youngest of the two sisters. He has *took* my hat. The river is *froze*.

To be written at the dictation of the teacher.

Elmwood, Jan. 15, 1878.

Dear Aunt Amelia:

Mother is very sick, and she wishes you to come to us as soon as you can. Please to come to us, dear aunt, and stay with us till mother is better.

Send us word by the next mail whether you can come, and when we may expect you.

Your affectionate niece,

Mary Gilton.

New York, Jan. 3, 1878.

Dear Miss Hathaway:

I have been sick for several days, and am not yet well enough to come to school. The doctor says he will let me go next Monday.

Your affectionate pupil,

Emily A. True.

St. Louis, Feb. 5, 1878.

Mrs. A. M. Meredith,

400 Broadway, N. Y.

Dear Madam,

Your kind favor of the 22d ult. has just come to hand. I am happy to say that I shall start for New York to-morrow morning. Very respectfully,

A. B. Friend.

(Note of Invitation.)

Mr. Wilson requests the pleasure of Mrs. Murray's company at dinner, on Thursday next at 5 o'clock.

124 State St., Monday, 5th Oct.

(Reply.)

Mrs. Murray accepts with pleasure Mr. Wilson's invitation to dinner, on Thursday next at 5 o'clock.

72 Montague St., Tuesday, 6th Oct.

Write a letter to your teacher, and be particular about the place of the date, the address, the form of closing, the punctuation, and the use of capitals.

LESSON XXIV.

CAPITAL LETTERS.

1. The first word of every sentence should begin with a capital letter.

Ex.—Learning makes a man a fit companion for himself.

2. The first word of every direct quotation should begin with a capital letter.

Ex.—He said “Knowledge is power.” She answered “Yes.”

3. The first word of every line of poetry should begin with a capital letter.

4. The words I and O should always be capitals.

5. Every word denoting the Deity should begin with a capital letter.

Ex.—The Most High ; the Supreme ; Divine Providence ; the Holy Ghost.

6. Every proper noun, or each chief word of a proper noun, and all words derived from proper nouns, should begin with a capital letter.

Ex.—George Washington ; A. B. Merton ; the Duke of Wellington ; the United States ; American ; English.

7. Every title, whether used alone or in connection with a proper noun, should begin with a capital.

Ex.—Mrs. E. C. Stanton ; Maj. Holt ; Gen. Barlow ; Hon. Robert Wells ; James E. Smith, Esq. ; Col. Dodge.

“The Doctor now heard the approach of clattering hoofs.”

8. A common noun, applied to a personified object,

often becomes a proper noun in sense, and should then begin with a capital letter.

Ex.—“The *Wind* and the *Sun* loved the *Rose*,
But the *Rose* loved but one ;
For who recks the *wind* where it blows,
Or loves not the *sun* ?”—BULWER.

9. The first word of an important clause, titles of books, topics, and words deserving special emphasis, should begin with a capital letter.

Ex.—“Resolved, That we protest,” &c. ; The War Department.

LESSON XXV.

PUNCTUATION.

58. Punctuation treats of certain points or marks used in writing and printing.

1. A Period (.) should be placed after every sentence that is not interrogative or exclamatory.

Also after a word or phrase complete by itself; and after an abbreviation.

2. An Interrogation-Point (?) should be placed after every direct question.

3. An Exclamation-Point (!) should be placed after every sentence or shorter expression that denotes great surprise or other emotion.

Hence it is generally placed after interjections or unusually earnest addresses.

4. Quotation-Marks (“ ”) are used to inclose words taken as the exact language of another person.

“Single quotation-marks inclose ‘a quotation within a quotation.’”

5. A Hyphen (-) is used to join the parts of a compound word; it is also placed at the end of a line, when one or more syllables of a word are carried to the beginning of the next line.

6. The Comma (,) should be used to separate words in a series of nouns, adjectives, verbs, or adverbs, when not connected by a conjunction; to set off words in apposition, words or phrases used independently, and parenthetical words, phrases, or clauses.

The comma is used to set off a modifying word, phrase, or clause that is not closely connected with what it modifies, or that is removed from it by inversion; it is also used between a word and its repetition; and, generally, the comma should be used whenever it will prevent *ambiguity*, or help to present more clearly the *thought contained in the sentence*.

Ex. 1.—Hedges, groves, orchards, and gardens were in bloom.

It was a dark, desolate region.

Our captain then went to the camp, called upon the officer in command, and informed him who we were, whence we had come, and whither we intended to go.

Ex. 2.—The great novelist, “George Eliot,” is a lady.

Ex. 3.—This book, *Mury*, is yours. O, *yes, sir*, I do know.

Shame being lost, all virtue is lost.

Ex. 4.—You will then, *however*, be in no better condition.

Moral culture, *especially in youth*, is of the greatest importance.

They set out early, and, *before the dawn of day*, reached the place Columbus, *who was a Genoese*, discovered America.

Ex. 5.—In a central region, midway on this continent, at an elevation of seven thousand five hundred feet, lies the remarkable valley of Mexico.

Ex. 6.—Sweet, sweet home!

Ex. 7.—The troops landed, and killed a hundred Indians.

“*The troops landed and killed a hundred Indians,*” may have a different meaning.

7. The Semicolon (;) is used to separate parts that have the comma, or parts that require a point greater than the comma and less than the colon.

Ex.—Though deep, yet clear; though gentle, yet not dull.

OBS.—Hence the semicolon is frequently placed before *and*, *but*, *for*, *though*, *yet*, *nor*, *nay*, *hence*, *therefore*, or a similar connective, when this unites two clauses that are rather long, and make but one sentence; and it is also frequently placed before an appositive phrase that is subdivided by the comma.

8. The Colon (:) is used as an intermediate point between the semicolon and the period.

Ex.—“I have not room to illustrate these rules fully: let them be remembered; and they will exemplify themselves, with experience and practice.” “Do not expect perfect happiness in this life: there is no such thing on earth.” The colon, in this sense, is frequently used instead of a semicolon and conjunction; as, “Do not expect perfect happiness in this life; *for* there is no such thing on earth.” “The Bible gives us a beautiful description of the Deity, in these words: ‘God is love!’” “TERMS: Three Dollars a year, invariably in advance.” “Mr. Evarts then rose, and delivered the following address:—

‘Ladies and Gentlemen:

‘It is now just ten years since,’ etc., etc.

9. The Apostrophe (') is used to denote the omission of one or more letters of a word. Ex.: *'tis*, for *it is*; *tho'*, for *though*; *call'd*, for *called*. It is also used as the sign of the possessive case of nouns.

PART II.

LESSON I.

DEFINITIONS.

1. Grammar is the science which teaches how to speak and write correctly.

2. English Grammar is the science which teaches how to speak and write the English language correctly.

3. Language may be divided into *words* and *sentences*; and grammar, accordingly, treats of *words* and *sentences*.

4. The basis of grammar, or the test of correctness in the use of language, is the usage of the best writers and speakers.

5. English Grammar is divided into five parts: *Pronunciation*, *Orthog'raphy*, *Etymol'ogy*, *Syntax*, and *Pros'ody*.

6. Pronunciation treats of the sounds and classification of letters, and of the sounds and stress of syllables in uttering separate words.

7. Orthography treats of the forms of letters, and teaches how to spell words correctly.

8. Etymology treats of the derivation, classes, and properties of words.

9. **Syntax** treats of the relations and arrangement of words in sentences.

10. **Prosody** treats of figures, versification, utterance, and punctuation.

Etymology and Syntax comprise nearly all that is required in an elementary text-book on English Grammar.

LESSON II.

DEFINITIONS.

11. A **Subject** is a word or expression denoting that of which something is said.

12. A **Predicate** is a word or expression denoting what is said of the subject.

13. A **Proposition** or *statement* is a subject combined with its predicate.

14. A **Sentence** is a combination of words making complete sense. A sentence is a thought expressed in words, and must contain a subject and predicate.

15. A **Phrase** is two or more words properly put together, but not making a proposition.

16. A **Clause** is a proposition that makes but a part of a sentence.

17. Sentences, with regard to their manner of predication, are divided into three classes:

Declarative, Interrogative, and Imperative.

18. Sentences, with regard to their form, are divided into three classes :

Simple, Complex, and Compound.

19. A Simple Sentence is a sentence that contains but one proposition.

20. An Adjunct is a word, phrase, or clause, used to modify any word in the sentence.

Ex.—A wave of *salt water* swept over *the vessel*.

The river rises *in the mountains*.

He was *a man more sinned against than sinning*.

I have found the sheep *which was lost*.

Supply proper adjuncts :

The fox leaped ————. The trees ————
——— are growing.

He gave ———— the picture ————.

We started ————, ————.

We reached the village ————.

The trees ———— are bending ————.

21. An Attribute is an adjective or explanatory term, relating to the subject, that completes the predicate.

Ex.—He was *fortunate*. He seemed *to be sleeping*.

The apple is *sweet*. The Doctor is *a kind-hearted man*.

22. Analysis is the separation of a sentence into the parts of which it is composed.

The *parts* of a simple sentence are the subject, predicate, object, adjective adjuncts, adverbial adjuncts, connectives, and independent words.

LESSON III.

SIMPLE SENTENCES.

Soldiers fight. Dogs bark. Bees were humming. Mary was chosen. We shall return. Clouds are gathering.

ANALYSIS.—This is a simple declarative sentence. The subject is *soldiers*, and the predicate is *fight*.

Dogs bite strangers. Wolves catch lambs. Merchants sell goods. I shall see him.

ANALYSIS.—This is a simple declarative sentence. The subject is *dogs*. The entire predicate is *bite strangers*. The predicate-verb is *bite*, which is limited by its object *strangers*.

The vessel was wrecked. She wrote a good composition. Tall and beautiful poplars fringe the river.

ANALYSIS.—This is a simple declarative sentence. The entire subject is *the vessel*; the subject-nominative is *vessel*, which is modified by the article *the*. *Was wrecked* is the predicate.

23. The subject-nominative is the noun or pronoun which is the *subject* of the verb.

Nominative means naming.

24. Adjuncts are *adverbial* when they express *time*, *place*, *degree*, or *manner*.

Adjuncts Added to the Predicate-Verb.

The mountain is clothed *with evergreens*. The wind glided *over the grass*. Our troubles are aggravated *by imaginary evils*. My cousin went *to your house*, | *at noon*, | *in a carriage*.

ANALYSIS.—This is a simple declarative sentence. The subject is

the mountain ; the subject-nominative is *mountain*, which is modified by the article *the*. *Is clothed with evergreens* is the predicate ; *is clothed* is the predicate-verb, which is modified by the adverbial adjunct *with evergreens*.

25. Adjuncts are *adjective* when they describe or limit nouns or pronouns.

Adjuncts Added to the Subject or the Object.

A wreath of *rosebuds* encircled her head. She brought a basket of *fruit*. The old oak is loaded *with a flock* | of *singing blackbirds*. The path *through the woods* is cool and pleasant.

The thrush had sung *his evening* song.

Summer clouds brought *pleasant* showers.

The better part of *valor* is discretion.

Here we saw groves of *ancient trees*.

Here were cottages *embowered in the shade*.

Have you read *the adventures of Robinson Crusoe*?

The preservation of liberty depends upon *the education of our people*.

ANALYSIS.—This is a simple declarative sentence. The entire subject is *a wreath of rosebuds* ; the subject-nominative is *wreath*, which is modified by the article *a* and the adjective adjunct *of rosebuds*. *Encircled her head* is the entire predicate ; *encircled* is the predicate-verb, which is modified by the object *head*, and *head* is modified by the possessive *her*.

Write ten sentences, each of which shall contain an adjective and an adverbial adjunct. Underscore the adjective adjunct with one line, the adverbial with two.

Ex.—The trees of the forest are bending before the
wintry wind.

LESSON IV.

SIMPLE SENTENCES.

26. A participial phrase is one that begins with a participle.

27. Absolute means absolved from, or cut off. A phrase is absolute when it is not dependent on the rest of the sentence.

28. An infinitive phrase is one that begins with an infinitive verb.

29. Participial, absolute, and infinitive phrases may have the sense of a noun, an adjective, or an adverb.

Simple Sentences with Participial or Absolute Phrases.

They fled, *pursued by our cavalry*.

The money being furnished, he purchased the estate.

NOTE.—The absolute phrase relates to *purchased*, and modifies it.

Meanwhile the neighboring fields, *trampled and beaten down*, become barren and dry, *affording nothing but clouds of dust*.

The poor fellow, *baffled so often*, became at last disheartened.

ANALYSIS.—This is a simple declarative sentence. The subject is *the poor fellow baffled so often*; the subject-nominative is *fellow*, which is modified by the article *the*, the adjective *poor*, and the participial phrase *baffled so often*. *Became at last disheartened* is the entire predicate; *became* is the predicate-verb, which is modified by the adverbial adjunct *at last*, and the attribute *disheartened*, which relates to the subject *fellow*.

Simple Sentences with Infinitive Phrases.

I went to the river *to find a skiff*.

A path *to guide us* could not be found.

To protect persons and property is the duty of government.

It is the duty of government *to protect persons and property*.

The best way to thrive is *to keep out of debt*.

She has learned *to do nothing* but *dress and visit*.

He is very well able *to bear the loss*.

The rain makes the grass *grow rapidly*.

ANALYSIS.—This is a simple declarative sentence. The subject is *I*; the predicate is *went to the river to find a skiff*. The predicate-verb is *went*, which is modified by the adverbial adjunct *to the river*, and the infinitive phrase *to find a skiff*. *River* is modified by the article *the*, and is the object of the preposition *to*. *To* shows the relation of *river* to *went*. *To find* is an infinitive verb, which relates to *I*, and depends upon *went*. *Skiff* is a noun, modified by *a*, and is the object of *to find*.

Supply the proper infinitive phrases :

Your lessons are ————.

We are glad ————.

In Summer it is pleasant ———— under some shady tree and ———— to the hum of insects.

I must request you ————.

It is the duty of children ————.

Let us learn ———— and ————.

• Simple Sentences with Compound Subjects.

There *health* and *plenty* cheered the laboring swain.
Around the post hung *helmets*, *swords*, and *spears*.

“The breezy *call* of incense-breathing Morn,

The *swallow* twittering from the straw-built shed,

The cock’s shrill *clarion*, or the echoing *horn*,

No more shall rouse them from their lowly bed.”

ANALYSIS.—This is a simple declarative sentence, with a compound subject. The subject-nominatives are *health* and *plenty*, connected by *and*. *Cheered the laboring swain* is the entire predicate; *cheered* is the predicate-verb, which is modified by the object *swain*; and *swain* is modified by the article *the* and the participial adjective *laboring*.

Simple Sentences with Compound Predicates.

“Hope, like the gleaming taper’s Light, adorns and cheers the way.”

“He *tried* each art, *reproved* each dull delay,
Allured to brighter worlds, and *led* the way.”

Here and there a lark, scared from his feeding-place in the grass, *soars* up, bubbling forth his melody in globules of silvery sound, and *settles* upon some tall tree, and *waves* his wings, and *sings* to the swaying twigs.

ANALYSIS.—This is a simple declarative sentence, with a compound predicate. The entire subject is *hope, like the gleaming taper’s light*; the subject-nominative is *hope*, which is modified by the adjective phrase (adjunct) *like the gleaming taper’s light*. The entire predicate is *adorns and cheers the way*; the predicate-verbs are *adorns* and *cheers*, connected by *and*, and modified by the object *way*. *Like* is an adjective, relating to *hope*, and modified by the adverbial adjunct (to) *the gleaming taper’s light*. *Light* is a noun, and is modified by the article *the*, the participial adjective *gleaming*, and the possessive *taper’s*.

Write five sentences, each of which shall contain a compound subject; and five, each of which shall contain a compound predicate.

EX.—*James, Thomas, and Henry* went on a fishing excursion down the bay on last Saturday.

Some trees bud and blossom in May.

LESSON V.

30. A **Complex Sentence** is a sentence that has but one independent or principal clause, with one or more dependent clauses.

31. A sentence that consists of two clauses, of which one is used in the sense of a noun, an adjective, or an adverb, is *complex*.

Nominative Clauses.

That the soul is immortal, is believed by all nations.

This is a complex declarative sentence, of which the subject is a dependent clause. *That the soul is immortal*, is the principal subject; and *is believed by all nations*, is the principal predicate. *Is believed* is the predicate-verb; and it is modified by the adverbial adjunct *by all nations*. *That* is the connective, showing the dependence of the subordinate clause on something else. The subject of the dependent clause is *the soul*, the predicate is *is immortal*.

Why he did not go, is obvious.

Whether he can finish the work, is doubtful.

How an acorn becomes an oak, is a mystery.

Where Warren fell, is not precisely known.

By what means he succeeded, has never been explained.

Objective Clauses.

All nations believe *that the soul is immortal*.

This is a complex declarative sentence, of which the object is a dependent clause. *All nations* is the principal subject; *nations* is the subject-nominative, modified by *all*. *Believe that the soul is immortal*, is the entire principal predicate; *believe* is the predicate-verb, and it is limited by the objective clause *that the soul is immortal*.

You now see *why he did not go*.

No one knows *when Æneas landed in Italy.*

I have never ascertained *by what means he succeeded.*

He said, “*How can I ever forget your favors to me?*”

The laws, he thought, should be more rigidly enforced.

Predicate Explanatory Clauses.

The universal belief is, *that the soul is immortal.*

This is a complex declarative sentence, into which a dependent clause is incorporated as a predicate-nominative, explanatory of the subject. (Analyze the principal subject.) *Is that the soul is immortal*, is the principal predicate; *is* is the predicate-verb, and it is combined with the predicate clause after it, which is explanatory of the subject.

The only wonder is, *that one head can contain it all.*

The cause of anxiety was, *why he did not write.*

One of the greatest mysteries is, *how an acorn becomes an oak.*

Write ten complex sentences, containing a nominative, objective, or predicate clause, and underscore the nominative clauses with one line, the objective with two, and the predicate clauses with three lines.

Ex. 1.—That you have studied hard is very evident.

Ex. 2.—You have learned that labor conquers all difficulties.

Ex. 3.—One thought should always be with us:
How can I best perform this duty?

LESSON VI.

COMPLEX SENTENCES.

The following sentences are complex, because each has a clause that is used as an adjective, and is therefore dependent.

Relative Clauses with Expressed Antecedents.

The man *who escapes censure*, is fortunate.

This is a complex declarative sentence, with a dependent clause used as an adjective. The entire principal subject is, *the man who escapes censure*; the subject-nominative is *man*, and it is modified by the article *the* and the relative clause *who escapes censure*. *Is fortunate* is the principal predicate. *Is* is the predicate-verb; and it is combined with the predicate adjective *fortunate*, an attribute of the subject. *Who* joins the dependent clause to *man*, and is also the subject of the dependent clause. *Escapes censure* is the predicate; *escapes* is the predicate-verb, and it is modified by its object *censure*.

He *who is intelligent*, will be intelligible.

Mary has brought a beautiful rose, *which grew in the garden*.

The man *whose conscience is pure*, needs fear no accusation.

They met with such disasters *as reduced them to poverty*.

Who *that loves independence* would ever become a politician?

Yonder is the plain *on which the battle was fought*.

The man *on whose fidelity I relied most*, was absent.

He owned several lots, *from the sale of which he became rich*.

There never yet were hearts or skies, *clouds might not wander through.*

That is, "through *which* clouds might not wander."

Adverbs of Time.

When the sun rises, the birds begin to sing.

This is a complex declarative sentence. *The birds begin to sing*, is the principal clause. (Analyze it.) *When the sun rises*, is the dependent clause, modifying the predicate of the principal clause in the sense of an adverb of time. *When* is a conjunctive adverb, connecting the two clauses.

While the robbers were plundering, she set fire to the house.

He locked the door *after the horse was stolen*.

Before reinforcements could be sent, the battle was lost.

He has become a citizen of this place *since you were here*.

I will take care of your horse *until you return*.

As we approached the top of the hill, we saw the Indians.

Adverbs of Place.

We sowed the seed *where the soil was moist and loamy*.

Where the soil was moist and loamy, is the dependent clause, modifying *sowed* in the sense of an adverb of place.

He will be respected *wherever he may be*.

Wherever we went, the country was well cultivated.

Adverbs of Manner.

Forgive us *as we forgive our enemies*.

This is a complex imperative sentence. *Forgive (thou) us*, is the principal clause. *As we forgive our enemies*, is a dependent clause of manner, modifying *forgive*.

As he understands it, so he talks about it.

As blossoms in spring, so are hopes in youth.

You will please to speak so *that we can hear you*.

The dependent clause is explanatory of *so*, and *so* expresses manner; but the clause also implies consequence.

Degree or Extent.

I am as tall *as he*.

This is a complex declarative sentence. The principal clause is, *I am as tall*. The dependent clause is *as he (is tall)*, which is an adverbial clause, modifying in an explanatory or limiting sense the phrase *as tall*, or more directly the adverb *as*. It determines the degree.

Cause, Purpose, Doubt, Concession, etc.

The connectives in the following sentences are subordinate conjunctions.

The corn will grow *because it rained last night*.

This is a complex declarative sentence. The principal clause is, *the corn will grow*; the dependent clause is the conjunctive clause *because it rained last night*, which is used adverbially, to modify *will grow*, of the principal clause, by showing *why*.

The corn will grow, since the soil has been enriched.

As he is quite young yet, he should rather go to school.
Why?

I will not sell the horse, *for I cannot spare him*.

Write five complex sentences, containing adjective clauses, and five containing adverbial clauses; under-scoring adjective clauses with one line, adverbial clauses with two.

Ex. 1.—The roses which grow wild are not fragrant.

Ex. 2.—While we sleep, nature repairs the waste that
action has caused.

LESSON VII.

COMPOUND SENTENCES.

32. A Compound Sentence is a sentence that has two or more independent clauses.

1. A sentence that consists of two clauses, connected by a co-ordinate conjunction, is *compound*.

Ex.—The way was long, and the wind was cold.

2. A sentence consisting of two clauses that have no connective, is generally *compound*.

Ex.—Some ran into the woods; others plunged into the river.

33. A compound sentence may consist:

1. Of two or more simple sentences.

Ex.—Life is short, | and art is long.

“The curfew tolls the knell of parting day;

The lowing herd wind slowly o’er the lea;

The plowman homeward plods his weary way,

And leaves the world to darkness and to me.”—GRAY.

2. Of two or more complex sentences.

“He lived as mothers wish their sons to live;

He died as fathers wish their sons to die.”—HALLECK.

“What in me is dark, illumine; what is low, raise and support.”

“The character of General Washington, which his contemporaries reverence and admire, will be transmitted to posterity; and the memory of his virtues, while

patriotism and virtue are held sacred among men, will remain undiminished."

3. Of two or more compound sentences.

Ex.—"Talent is power, tact is skill ; talent is wealth, tact is ready money."

"There's the marble, there's the chisel ;
Take them, work them to thy will :
Thou alone must shape thy future,—
Heaven give thee strength and skill."

A compound sentence, consisting of two members ; and the first member, of two compound clauses.

4. Of a mixture of simple, complex, and compound sentences.

Ex.—"Life is short, and art is long ; therefore it is almost impossible to reach perfection in anything."—GOETHE.

"Though the world smile on you blandly,
Let your friends be choice and few ;
Choose your course, pursue it grandly,
And achieve what you pursue."—READ.

A compound sentence, consisting of two members ; and the second member, of two simple clauses and a complex clause.

Write five compound sentences of each of the first three kinds.

Ex. 1.—Birds fly in the air and fishes swim in the water.

Ex. 2.—We gathered the fruit that was ripest, and they gathered the flowers that were the most fragrant.

Ex. 3.—I will gather leaves and you may gather flowers ; the leaves will be for a wreath and the flowers for a bouquet.

LESSON VIII.

REVIEW.

1. What is English Grammar?
2. What is the test of correctness in the use of language?
3. How is English Grammar divided?
4. What is Etymology?
5. What is Syntax?
6. What is a subject?
7. What is a predicate?
8. What is a proposition?
9. What is a sentence?
10. What is a phrase?
11. What is a clause?
12. How are sentences divided with regard to their manner of predication?
13. How are sentences divided with regard to their form?
14. What is a simple sentence?
15. What is an adjunct?
16. What is an attribute?
17. What is analysis?
18. What is the subject-nominative?
19. When are adjuncts adverbial?
20. When are adjuncts adjective?
21. What is a participial phrase?
22. What is an absolute phrase?

23. What is an infinitive phrase ?

24. In what sense may participial, absolute and infinitive phrases be used ?

25. What is a complex sentence ?

26. What is said of a sentence that consists of two clauses, one of which is used in the sense of a noun, an adjective, or an adverb ?

27. What is a compound sentence ?

Change each set of the following statements into one sentence :

1. There is a book. I found it on the ground. It belongs to Master Smith.

2. John caught a fish. He caught it with a hook. It was a shark.

3. It was a white rose. Hattie plucked it. It grew in the garden.

4. I saw the exhibition. I saw it yesterday. I wrote a sketch of it.

5. A curly-headed boy was playing in the street. Two men drove by in a wagon. They carried the boy off. He was Charlie Ross.

6. A fire broke out. It was on Twenty-third street. It was about seven o'clock in the evening. It burnt many houses. It was on February 17th.

7. Queen Margaret fled. She was the wife of Henry VI. She fled after a great defeat. It was a defeat in one of the wars between the Houses of York and Lancaster. She fled with her son. She fled into a forest.

Write a letter of introduction for some friend to your

teacher ; put it in an envelope and direct properly.
Model :

200 W. 9th St., Mar. 12th, 1878.

Miss A. M. Selby,

My dear Teacher :

The bearer, Charlotte Winters, is a very dear friend of mine, who is anxious to gain information upon a certain matter, which she will explain to you.

I know you will aid her as fully as you can, for her sake no less than for that of your affectionate pupil.

Margaret Mitchell.

(Superscription.)

Miss A. M. Selby,

271 W. 23d St.,

New York.

To introduce Miss Winters.

Analyze the sentences in the foregoing letter ; mention all the parts of speech, and their relations.

LESSON IX.

PARTS OF SPEECH AND THEIR PROPERTIES.

NOUNS.

34. A **Noun** is the name of anything.

35. Nouns are divided into two classes: *proper* and *common*. Common nouns include, as a part of their number, *collective* nouns, *abstract* nouns, and *verbal* nouns.

36. A **Proper Noun** is a name that distinguishes a particular one from the rest of a class.

Ex.—Mary, Henry, Boston, Connecticut; the *Iliad*.

Mary is a proper noun, because it is a name that distinguishes a particular girl or woman from others.

37. A **Common Noun** is a name common to all of the same kind or class.

Ex.—Girl, boy, city, river, mountain, man, horse.

Girl is a common noun, because it is a name that is common, or can be applied, to any one of a certain class of females.

38. A common noun, used as a particular name, becomes a proper noun.

Ex.—“Come, gentle *Spring*.” “The Park.”

39. A **Collective Noun** is a name that denotes, in the singular form, more than one object of the same kind.

Ex.—Family, army, swarm, class, congregation.

40. An **Abstract Noun** is the name of a quality, a state, or an action.

Abstract means *drawn from*. The words *goodness, virtue, hope, wisdom, motion, rest, peace, and industry*, are *abstract nouns*; because they are not the names of objects that exist by themselves, but the names of qualities, actions, or states, belonging to objects.

41. A **Verbal Noun** is a participle or an infinitive used as a noun. Verbal nouns belong to abstract nouns.

Ex.—“To *climb* is generally difficult.” “The boy hurt himself by *wrestling*.”

Mention the nouns in the following sentences; the general and particular class of each; and why:

We read in our morning papers the events that transpired yesterday in the streets and assemblies of England, France, and Germany, and almost forget that three thousand miles of ocean separate us from Europe.

The jolting of the cars and the shrieking of the steam whistle filled us with a vague dread of coming evil.

Write ~~five~~ sentences, each of which shall contain one or more proper nouns, ~~five~~ which shall contain one or more abstract nouns, and ~~five~~ which shall contain a verbal or participial noun.

Ex. 1.—John and Henry were studious pupils.

Ex. 2.—Beauty and goodness are not always found in the same individual.

Ex. 3.—To write is easy, but to write well requires careful study and continual practice.

Running is a healthful exercise.

LESSON X.

PRONOUNS.

42. A Pronoun is a word used instead of a noun.

43. The word, phrase, or clause, which a pronoun represents, is called its *antecedent*.

Ex.—“*James* saw his mistake.” *James* is the antecedent of *his*. “*He* who is well, undervalues health.” *He* is the antecedent of *who*. “I wished to call him back; but *it* was impossible.” “*He* sold his farm; and now he regrets *it*.” Sometimes the antecedent follows the pronoun; as, “And there *her* brood the *partridge* led.”—BRYANT.

44. Pronouns are divided into three classes: *personal*, *relative*, and *interrogative*.

45. A Personal Pronoun is a pronoun that, by its form, distinguishes the speaker, the person spoken to, and the person or thing spoken of.

Ex.—“*I* saw *you* and *him*.” *I* means the speaker; *you*, the person spoken to; and *him*, the person spoken of.

46. The personal pronouns are *I*, *thou* or *you*, *he*, *she*, and *it*, with their variations.

47. *Thou*, *thy*, *thine*, *thee*, *thyself*, and *ye*, are ancient and solemn forms.

48. *You*, *your*, *yours* and *yourself*, are now preferred in common usage to *thou*, *thy*, *thine*, *thee*, &c.

49. *Ours*, *yours*, *hers*, *theirs*, and generally *mine* and

thine, are respectively equivalent to *our*, *your*, *her*, *their*, and the *name* of the object possessed.

Ex.—“He ate his apple, you ate *yours* [*your apple*], and I ate *mine*” [*my apple*]. *Yours* is not governed by a noun understood, for the noun could not be put after it; but it is equivalent to *your* and a noun.

These words may be parsed as possessives which represent both the possessor and the object.

50. *It* is sometimes used indefinitely, to indicate the state or condition of things.

Ex.—*It* rains. *It* thunders. *It* is 12 o'clock.

“’*T* was moonlight on the Persian Sea.”—MOORE.

51. *It* sometimes introduces a sentence, and is explained by a following word, phrase, or clause, which is the *real* subject.

Ex.—*It* is *he*. *It* is *she*. *It* was *they*. *It* is mean to take advantage of another’s distress. *It* is perfectly plain that a straight line must be the shortest distance between two points.

It, in all the foregoing examples, has no antecedent.

52. A Compound Personal Pronoun is a word consisting, in the singular number, of *my*, *thy*, *your*, *him*, *her*, or *it*, compounded with *self*; in the plural, of *our*, *your*, or *them*, compounded with *selves*.

Ex.—Myself, yourself, himself; ourselves, yourselves, themselves.

Write ten sentences, each of which shall contain a personal pronoun, and five, each of which shall contain a

compound personal pronoun. Underscore as in the examples :

Ex.—Mary and I saw our teacher just as she was coming out of her house.

You injure yourselves more than your teacher by neglecting your lessons.

LESSON XI.

RELATIVE PRONOUNS.

53. A Relative Pronoun is a pronoun that generally relates to an antecedent word or expression, and joins to it a descriptive clause.

Ex.—“The fur *which* warms the monarch, warmed a bear.”

“Too low they build, *who* build beneath the stars.”—YOUNG.

“Spirit *that* breathest through my lattice.”—BRYANT.

Which means the fur ; and *which* warms the monarch, tells what fur.

Who relates to *they* ; and its clause describes the persons meant by *they*.

54. The relative pronouns are *who*, *which*, *what*, *that*, and *as*, with their compounds.

55. *Who* is applied to persons, and to other objects when regarded as persons.

Ex.—“The *man who* feels truly noble, will become so.”
—CHAPIN.

“Now a faint tick was heard below, from the *Pendulum, who* thus spoke.”—JANE TAYLOR.

56. *Which* is applied to things, and to all animals inferior to man.

Ex.—The *rose which*; the *horse which*; the *army which*.

A group of persons, regarded as one whole, and denoted by a collective noun, becomes a thing, and *who* should not be applied to it; as, “He instructed and fed the *crowds which* [not *who*] surrounded him.”

57. *What* is used in place of the thing *which* or the things *which*, and has no antecedent.

Ex.—I will take what (*the thing which*) you send.

He told me what was said.

NOTE.—*What* is used as the object of *take*, and also of *send*.

58. *That* is applied to persons, animals and things, and is preferred to *who* and *which*:

1. When the antecedent denotes both persons and things.

Ex.—The ship and passengers *that* were lost at sea.

2. After the superlative degree, when the sense is restrictive.

Ex.—This is the hardest lesson that we have yet had.

3. After *who* used as an antecedent.

Ex.—Who *that* respects himself would tell a lie?

4. After *same*.

Ex.—It is the same star *that* we saw last night.

5. Generally, after *no*, *all*, *any*, *each*, *every*, *some*, or *very*.

Ex.—“All *that* beauty, all that wealth, e’er gave.”—

GRAY.

59. *Which* and *that* have no possessive form of their own; and hence they sometimes borrow *whose*, the possessive of *who*.

Ex.—“The undiscovered *country*, from *whose* bourn [from the boundary of *which*] no traveler returns.”—
SHAKESPEARE.

60. *As* is a relative pronoun when it follows *such*, *many*, or *same*, and relates to the objects thus specified.

Ex.—He has such friends *as* every one should wish to have.

As is also generally a relative pronoun after *as much*.

Ex.—He owned as much land *as* he could till.

61. A relative clause is an explanatory clause, introduced by a relative pronoun, or a preposition and relative.

Ex.—“He that fights and runs away,
May live to fight another day.”

The relative clause *that fights and runs away*, describes *he*; it tells who is meant.

Write five complex sentences, with relative clauses introduced by who, five with relative clauses introduced by which, and five with relative clauses introduced by that.

Ex. 1.—The men who are the most frugal in youth, are generally the most wealthy in old age.

Ex. 2.—The crops which were harvested in the West last Summer, were abundant.

Ex. 3.—He was the same person that I saw on the platform.

LESSON XII.

COMPOUND RELATIVE AND INTERROGATIVE PRONOUNS.

62. A Compound Relative Pronoun is *who*, *which*, or *what*, with *ever* or *soever* annexed to it.

Ex.—I will take *whatever* you send.

A compound relative pronoun is generally a little more emphatic or comprehensive than the simple one; and it dispenses with the antecedent when this is indefinite.

The compound relatives are generally equivalent to two words.

Ex.—“*Whoever* [*he who*] cares not for others, should not expect their favors.” “The Gaul offered his own head to *whoever* [*any person who*] would bring him that of Nero.”—GIBBON.

ANALYSIS.—This is a complex declarative sentence, with the dependent clause used as the subject of the sentence. *Should not ex-*

pect their favors is the entire predicate. *Should expect* is the predicate-verb; it is modified by the adverb *not* and the objective phrase *their favors*. *Whoever* is the subject of the dependent clause; *cares not for others* is the predicate. *Cares* is the predicate-verb; it is modified by the adverb *not* and the adverbial adjunct *for others*. In parsing the compound relatives, the pupil may parse the equivalent words separately.

Analyze the following sentences; tell the parts of speech and their relations to other words:

I cannot hear what you are saying.

This is a complex declarative sentence, in which the dependent clause is used as the object.

He learned what was taught in the schools.

Whoever would be learned must be studious.

Whatever you do, do with your might.

Take whichever you prefer.

63. An **Interrogative Pronoun** is a pronoun used to ask a question.

Ex.—*Who* came with you? *Which* is he?

Interrogative pronouns have no antecedents; but the noun or pronoun which is given in answer to the interrogative pronoun, is sometimes called the *subsequent*; as, “Who came with you?—*John*.”

“An interrogative pronoun is a relative in search of an antecedent.”—*Phil. Museum*.

64. The interrogative pronouns are *who*, *which*, and *what*, with their declined forms.

All these pronouns can be applied to either persons or things, except *who*, which is applicable to persons only.

Ex.—Who is he? Who was William Pitt?

Whom do you seek? Which is yours?

ANALYSIS.—*He* is the subject; *is who* is the predicate; *is*, the predicate-verb, is modified by the attribute *who*.

NOTE.—In interrogative sentences the terms are usually transposed.

Correct the following sentences, and tell why:

“The son of Esrom, which was the son of Seth.”

The lion who killed the man was shot the next day.

He instructed and fed the crowds who surrounded him.

Was it the wind or you who shut the door?

This is the most beautiful scene which can be found.

Write five sentences, each of which shall contain a compound relative pronoun; also five which shall contain an interrogative pronoun.

LESSON XIII.

REVIEW QUESTIONS.

1. Name the parts of speech.
2. What is a noun?
3. Into what general classes are nouns divided?
4. What classes of common nouns are there?
5. What is a proper noun?
6. What is a common noun?
7. What is a collective noun?
8. What is an abstract noun?
9. What is a verbal noun?

10. What is a pronoun ?
11. What is the antecedent of a pronoun ?
12. Into what classes are pronouns divided ?
13. What is a personal pronoun ?
14. Which are the personal pronouns ?
15. What are the ancient and solemn forms of you, your, yours, and yourself ?
16. What is said regarding ours, yours, hers, theirs, mine, and thine ?
17. What pronoun is sometimes used indefinitely ?
18. What is a compound personal pronoun ?
19. What is a relative pronoun ?
20. Which are the relative pronouns ?
21. To what is *who* applied ?
22. To what is *which* applied ?
23. What is said of *what* ?
24. To what is *that* applied ?
25. Mention some cases in which *that* is preferred to *who* or *which*.
26. Which of the relative pronouns have no possessive form of their own ?
27. When is *as* a relative pronoun ?
28. What is a relative clause ?
29. Give an example.
30. What is a compound relative pronoun ?
31. Give an example.
32. What is an interrogative pronoun ?
33. Which are the interrogative pronouns ?
34. Give an interrogative sentence.

LESSON XIV.

GENDER.

PROPERTIES OF NOUNS AND PRONOUNS.

65. Nouns and Pronouns have *gender*, *person*, *number*, and *case*.

66. Gender is that property of nouns and pronouns which distinguishes objects in regard to sex.

67. There are four genders: the *masculine*, the *feminine*, the *common*, and the *neuter*.

68. A noun or pronoun is of the *masculine gender* when it denotes a male. *Boy*.

69. A noun or pronoun is of the *feminine gender* when it denotes a female. *Girl*.

70. A noun or pronoun is of the *common gender* when it denotes either a male or a female. *Child*.

71. A noun or pronoun is of the *neuter gender* when it denotes neither a male nor a female. *Book*.

The sex of an object denoted by a word of the common gender sometimes becomes more definitely known from some other word, and the words should then be parsed accordingly; as, "The *child* and *his* mother were in good health." Here *child* is masculine, as shown by *his*.

72. A noun, masculine or feminine in form, is sometimes applied to both sexes.

Ex.—We saw geese and ducks.

73. When an antecedent noun may be of either sex,

the masculine pronoun is generally preferred to the feminine, or is used for both.

Ex.—Every person should try to improve *his* mind.

74. There are three ways of distinguishing genders :

1. By different words.

Ex.—Brother, sister, sir, madam.

2. By different endings.

Ex.—Abbot, abbess. Waiter, waitress. Executor, executrix. Duke, duchess.

3. By joining some distinguishing word.

Ex.—*Man*-servant, *maid*-servant. *He*-bear, *she*-bear.

Change the following masculine nouns to their corresponding feminine forms :

Baron, giant, shepherd, author, sorcerer, benefactor, hunter, editor, songster, tiger, votary, tutor, hero, sultan, landlord.

Tell the gender, and why :

Word, spirit, game, clergy, party, nations, widow, bachelor, John, Francis, Frances, I, her, them.

75. Person is that property of words which shows whether the speaker is meant, the person spoken to, or the person or thing spoken of.

76. There are three persons: the *first*, the *second*, and the *third*.

77. A noun or pronoun is of the *first person* when it denotes the speaker. “*I, Paul, have written it.*”

78. A noun or pronoun is of the *second person* when

it denotes the person spoken to. "*Paul, thou hast written it.*"

79. A noun or pronoun is of the *third person* when it denotes the person or thing spoken of. "*Paul has written it.*"

80. The third person is sometimes elegantly used for the first or second.

Ex.—"The *king* is always willing to listen to the just complaints of *his* subjects;" for, "*I* am always willing," etc.

When inanimate objects are addressed, they are personified, or regarded as persons; as, "*O Liberty! what crimes are committed in thy name!*"—MADAME ROLAND.

When a noun comes after a verb and explains the nominative, it is of the third person, though the nominative may be of the first or second person; as, "*I am the sheriff.*" (I am *he*.) "*You are heroes.*"

Mention the nouns and pronouns; tell of what person and gender, and why:

You will find that many evils beset us mortals.

I said to him, "Well, my little friend, how fare the little school-boys?"

"Give me again my hollow tree,
A crust of bread and liberty."

Wisdom is a greater treasure than riches.

James was with me a moment before you came.

Promises may get friends, but it is performance that keeps them.

LESSON XV.

NUMBER.

81. Number is that property of words, which shows whether one object is meant or more than one.

82. There are two numbers: the *singular* and the *plural*.

83. The *singular* number denotes one;

84. The *plural* number denotes more than one.

85. The plural number of nouns is generally formed by adding *s* or *es* to the singular.

Ex.—Boy, boys, pen, pens, horse, horses.

86. When a vowel precedes final *o* or *y*, *s* only is added to form the plural.

Ex.—Money, moneys, monkey, monkeys, folio, folios.

87. When a consonant precedes final *i*, *o*, *u*, or *y*, the plural is formed by adding *es* (change *y* into *i*).

Ex.—Alkali, alkalies; negro, negroes; gnu, gnues; story, stories.

88. Some nouns form their plurals by changing final *f* or *fe* to *ves*.

Ex.—Beef, beeves; half, halves; sheaf, sheaves; wolf, wolves.

89. Number is also expressed by the use of different words.

Ex.—Man, men; mouse, mice; I, we; he, they; this, these; that, those.

90. Letters, figures, and other characters, are made plural by annexing 's.

Ex.—“The *a*'s and *n*'s in the first line.” “By *5*'s and *7*'s.” “Cross your *t*'s and dot your *i*'s.” The apostrophe is used to prevent ambiguity.

91. When the title *Mr.*, *Miss*, or *Dr.*, is used with a name, the whole term is made plural by making plural the title only.

Ex.—Mr. Harper, *Messrs. Harper*; Miss Brown, the *Misses Brown*; Dr. Lee, *Drs. Lee*; *Messrs. John and James Morton*; *Misses Julia and Alice Clark*.

92. When the title is *Mrs.*, or when the word *two*, *three*, etc., stands before the title, the latter noun is made plural.

Ex.—“The *Mrs. Barlows*.”—IRVING. “The two *Miss Scotts* had been gathering flowers.”—*Id.*

93. Words adopted from other languages usually retain their foreign plurals in our language. Some, however, take the English plural only.

No certain rule can be given for forming such plurals, but the following rules may be of some assistance.

1. The ending *a* is changed to *æ* or *ata*.
2. The ending *us* is changed to *i*.
3. The ending *um* or *on* is changed to *a*.
4. The ending *is* is changed to *es* or *ides*.
5. The ending *x* or *ex* is changed to *ces* or *ices*.

Ex.—Alumna-æ; alumnus, alumni; radius, radii; arcanum, arcana; basis, bases; crisis, crises; chrysalis, chrysalides; appendix, appendices; index, indices; vortex, vortices.

Write the plural of the following words:

Sofa, larva, house, mouse, feather-bed, booth, tooth, ox, box, root, foot, turf, wolf, genius, isthmus, trio, cargo, valley, Tully, alley, ally, trellis, ellipsis, Mr. Jones, Mrs. Jones.

LESSON XVI.

CASES.

94. **Case** is that property of nouns and pronouns which shows how they are used in the construction of sentences.

95. There are three cases: the *nominative*, the *possessive*, and the *objective*.

96. A noun or pronoun is in the *nominative* case when it is the subject of a predicate-verb.

That is, when an act or state is predicated of it.

Ex.—“John struck James.” (*Who struck James?*)

Rule.—*A noun or pronoun used as the subject of a finite verb, must be in the nominative case.*

97. A noun or pronoun is also in the *nominative* case when it is used independently or absolutely.

98. A noun or pronoun is said to be in the nominative case independent :

1. By direct address : “ *John*, your father is here.”
2. By exclamation : “ Alas, poor *Yorick* ! ”
3. By pleonasm or specification : “ *He* that hath ears to hear let him hear : ” “ Webster’s *Dictionary*. ”

99. A noun or pronoun is said to be in the nominative case absolute when it is absolved (set free) from its nominative relation to a finite verb, but is joined with a participle or infinitive.

Ex.—The *house* having been sold, we removed.

To become a *scholar* requires exertion.

Rule.—*A noun or pronoun used independently or absolutely must be in the nominative case.*

100. A noun or pronoun used as an *attribute* is in the nominative case, and is said to be a predicate-nominative.

Ex.—George Washington was the first *President*.

Yonder building is the *Court-House*.

“ *This said*, he formed *thee*, Adam ! *thee*, O *man*,
Dust of the ground, and in thy nostrils breath’d
 The breath of life.”—MILTON.

The Pilgrim *Fathers*, where are they ?

“ What war could ravish commerce could bestow,
 And he returned a *friend* who came a *foe*. ”

“ My dear *Tibullus* ! if that will not do,
 Let me be *Horace* and be *Ovid* you. ”

He was not sure that it was *I*.

LESSON XVII.

THE POSSESSIVE CASE.

101. A noun or pronoun is in the *possessive* case when it denotes possession or ownership.

102. The possessive case of nouns is formed by annexing to the noun an apostrophe (') and then the letter *s*.

Ex.—Mary's slate. Burns's poems. Men's affairs. Dennis's work. Louis's reign. Charles's affairs.

103. The possessive of plural nouns that end with *s* is formed by annexing an apostrophe only.

Ex.—The soldiers' camp. The trustees' room.

The possessive *s* is sometimes omitted from singular nouns that end with the sound of *s*.

Ex.—“Xerxes' army.”—ROLLINS. Jesus' feet. For goodness' sake. For conscience' sake.

The meaning of the possessive case is sometimes more elegantly expressed by using *of*, or by making the possessive word an adjective.

“The death of Socrates” is a better expression than “Socrates's death”; and “Lucas Place” is quite as intelligible as “Lucas's Place.”

104. The two possessive forms of such words as *deer* and *sheep* are distinguished by placing the apostrophe before the *s* in the singular number, and after it in the plural; as, *deer's*, *deers'*.

105. A compound or complex term takes the possessive sign but once; generally at the end, or next to the name of what is owned.

Ex.—The *court-martial's* decisions.

“The *Bishop of Landaff's* residence.” “*Edward Everett's* oration.” “At *Hall, the baker's*.” Supply *residence* or *store*.

106. A pair or series of nouns, implying common possession, takes the possessive sign at the end, and but once.

Ex.—“*Oakley and Mason's* store”; *i. e.*, the store of Oakley and Mason.

Rule.—*A noun or pronoun that limits the meaning of another noun by denoting possession, must be in the possessive case.*

A noun or pronoun in the possessive case is said to be governed by the name of the thing possessed.

Write the possessive singular and the possessive plural forms of the following nouns:

Poet, gentleman, lady, trustee, deacon, goose, brother, teacher, sheep, deer, monkey, canto, potato, fly, he, she, you, baby, peach.

Singular.

Poet, poet's;

Sheep, sheep's.

Woman, woman's.

Plural.

Poets, poets'.

Sheep, sheeps'.

Women, women's.

Write ten sentences, each of which shall contain one of the above nouns in the possessive singular and also in the possessive plural.

Ex.—The gentleman's umbrella stands in the gentlemen's saloon.

LESSON VIII.

THE OBJECTIVE CASE.

107. A noun or pronoun is in the *objective case* when it is the object of a transitive verb or of a preposition.

Transitive means *passing over*. A transitive verb generally denotes an act that passes over from one person or thing to another; as, *strike*. The object of a transitive verb or of a preposition is the noun or pronoun which completes its relation.

Ex.—“The soldiers carried their bleeding *companion* to the *river*.” (Carried *whom?* to *what?*) “*Whom* did you send to *me?*”

108. A noun or pronoun is also in the objective case when it is used in the sense of an adjunct.

Ex.—“I do not care a *straw*.” Care not how much? “The street is a *mile* long and sixty *feet* wide.” Long and wide to what extent? “He went *home*.” Went to what place?

NOTE.—A preposition may be understood before these nouns.

Rule.—*A noun or pronoun used as the object of a transitive verb must be in the objective case.*

Rule.—*A noun or pronoun used as the object of a preposition must be in the objective case.*

Parse the nouns in the following lines, and give the rule for each particular case:

“This was Hiawatha’s wooing;
Thus it was he won the *daughter*
Of the ancient *arrow-maker*,
In the *land* of the *Dacotahs*.”—LONGFELLOW.

“My *grandmamma* has said—
Poor old *lady*! she is dead
Long ago—
That he had a Roman *nose*,
And his *cheek* was like a *rose*
In the *snow*.”—O. W. HOLMES.

LESSON XIX.

SAME CASE.

109. A noun or pronoun is generally in the *same case* as another, when it denotes the same person or thing.

Ex.—Napoleon Bonaparte, the hero of France, was born in Corsica.

Hero is an explanatory term, referring to Napoleon Bonaparte, and is therefore in the *same case*.

110. When an intransitive or passive verb joins the two terms, the latter is said to be *predicated* of the other, and may be called a *predicate-nominative* or *predicate-substantive*.

Ex.—He is *Governor*. (Predicate-nominative.)

I know *it* to be *him*. (Predicate-substantive.)

111. When no verb joins the terms, the latter term is said to be in *apposition* with the other, and is called an *appositive*.

Ex.—They elected him *President*.

Brown, *himself*, went.

We called at Smith's, the *bookseller*.

NOTE.—The terms in apposition sometimes differ in form, as in the last example.

Rule.—*Intransitive and passive verbs take the same case after as before them, when both words refer to the same person or thing.*

Rule.—*A noun or pronoun used to explain a preceding noun or pronoun, is put by apposition in the same case.*

Parse the nouns and pronouns in the following sentences ; mention class, gender, person, number, and case, also give the appropriate rules :

The wild rose bowed, and spoke aloud :

“For me is the wild bird singing,

Soft and fair is the tender air

That the gentle wind is bringing,

And my lover, the bee, says oft to me,

That of all the flowers growing,

Not one holds up such a dainty cup,

Such precious sweets bestowing.”

Correct the following examples of false syntax, and tell why they are incorrect :

Him and me went to school together.

Who do you want ? Who did you send for ?

It was me. Is it him ? I knew that it was her.

The man which we saw was the Governor of New York.

We called at Smith's, the bookseller's.

Write five sentences, each of which contain a predicate nominative, and five which shall contain an appositive.

LESSON XX.

DECLENSIONS.

112. The Declension of a noun or pronoun is a regular arrangement of its numbers and cases. Nouns are generally of the third person, and are thus declined :

<i>Singular Number.</i>			<i>Plural Number.</i>		
<i>Nom.</i>	<i>Poss.</i>	<i>Obj.</i>	<i>Nom.</i>	<i>Poss.</i>	<i>Obj.</i>
Boy,	boy's,	boy ;	boys,	boys',	boys.
Man,	man's,	man ;	men,	men's,	men.
Lady,	lady's,	lady ;	ladies,	ladies',	ladies.
Fox,	fox's,	fox ;	foxes,	foxes',	foxes.

PRONOUNS.

<i>Singular.</i>			<i>Plural.</i>		
<i>Nom.</i>	<i>Poss.</i>	<i>Obj.</i>	<i>Nom.</i>	<i>Poss.</i>	<i>Obj.</i>
<i>1st Person,</i>					
I,	my or mine,	me ;	we,	our or ours,	us.
<i>2d Person,</i>					
Thou,	thy or thine,	thee ;	ye,	your or yours,	you.
You,	your or yours,	you ;	you,	your or yours,	you.
<i>3d Person,</i>					
He,	his,	him ;	They,	their or theirs,	them.
She,	her or hers,	her ;	They,	their or theirs,	them.
It,	its,	it ;	They,	their or theirs,	them.

<i>Nom. or Obj.</i>	<i>Nom. or Obj.</i>
<i>1st Person,</i> Myself ;	ourselves.
<i>2d Person,</i> Thyself or yourself ;	yourselves.
<i>3d Person,</i> Himself, herself, itself ;	themselves.

<i>Nom.</i>	<i>Poss.</i>	<i>Obj.</i>	<i>Nom.</i>	<i>Poss.</i>	<i>Obj.</i>
Who,	whose,	whom;	who,	whose,	whom.
Which,	(whose,)	which;	which,	(whose,)	which.
What,	———	what;	what,	———	what.
That,	(whose,)	that;	that,	(whose,)	that.
As,	———	as;	as,	———	as.

The compound relatives are declined the same as the simple relatives.

Rule.—*A pronoun must agree with its antecedent in gender, person, and number.*

Decline woman, city, I, you, he, she, it, John.

LESSON XXI.

REVIEW EXERCISES.

Analyze the following sentences; parse the nouns and pronouns; mention the gender, person, number, and case, and apply the rules:

Captain Cook sailed round the world. We went to Boston. Boston is the capital of Massachusetts.

Youth, the morning of life, is often misspent.

A herd of buffaloes crossed the prairies.

The groves were God's first temples.

There are lions and ostriches in Africa.

The lady who had been sick, received the peaches which were ripe.

This is the same marble that you gave me. Is this apple yours or mine?

We bôught only such mules as we needed.

Who is perfect? Whom did you see?

What you thoroughly understand, you can easily describe.

Whatsoever comes from the heart goes to the heart.

I am the captain, sir. The storm having ceased, we resumed our journey. It is probable that he will be elected. (What is probable?) I know that you can learn.

ANALYSIS.—“I know that you can learn.” This is a complex declarative sentence, in which the dependent clause is the object. The subject is *I*; the predicate-verb is *know*, which is limited by the objective clause *you can learn*. *You* is the subject-nominative of the dependent clause, and *can learn* is the predicate-verb. *That* is a conjunction. *I* is a personal pronoun, first person, singular number, and nominative case to *know*. RULE.—A noun or pronoun, which is the subject of a finite verb, must be in the nominative case. *You* is a personal pronoun, common gender, second person, singular or plural number, and nominative case to *can learn*. Rule, &c.

“Soldier rest! thy warfare o’er,

Sleep the sleep that knows not breaking!

Dream of battle-fields no more,

Days of danger, nights of waking,

In our isle’s enchanted hall,

Hands unseen thy couch are strewing,

Fairy streams of music fall,

Every sense in slumber dewing.”

1. What properties have nouns, and pronouns?
2. What is gender?
3. How many genders are there, and what are they?
4. When is a noun or pronoun of the Masculine gender? Feminine? Common? Neuter?

5. What are the three ways of distinguishing gender?

6. What is person in grammar?

7. How many persons are there, and what are they?

8. When is a noun or pronoun of the first person? second? third?

9. What is number?

10. How many numbers are there, and what are they?

11. How is the plural number of nouns generally formed?

12. How is the plural formed when a vowel precedes final *o*, or *y*?

13. How is the plural formed when a consonant precedes final *i*, *o*, *u*, or *y*?

14. What is the plural of knife, life, wolf?

15. When the title Mr., Miss, or Dr. is used with a name, how is the term made plural?

16. When the title is Mrs., or when the word two or three stands before the name, how is the title made plural?

17. What is case?

18. How many cases are there, and what are they?

19. When is a noun or pronoun in the nominative case?

20. When is a noun or pronoun in the nominative case independent?

21. When is a noun or pronoun in the nominative case absolute?

22. What is the rule for the subject of a finite verb?

23. Give the rule for a noun or pronoun used independently, or absolutely.

24. What is said of a noun or pronoun used as an attribute?

25. When is a noun or pronoun in the possessive case?

26. How is the possessive case of nouns generally formed?

27. How is the possessive case of plural nouns that end with *s*, formed?

28. What is the rule for a noun or pronoun denoting possession?

29. When is a noun or pronoun in the objective case?

30. Give the rule for a noun or pronoun used as the object of a verb.

31. Give the rule for a noun or pronoun used as the object of a preposition.

32. When is a noun or pronoun in the same case as another?

33. What is a predicate-nominative?

34. When are two terms said to be in apposition?

35. Give the rule that applies to a predicate-nominative or substantive.

36. Give the rule that applies to nouns in apposition.

37. What is the declension of a noun or pronoun?

38. Decline child, I, you, he, she, it, myself, who.

39. Give the rule for the agreement of a noun or pronoun with its antecedent.

LESSON XXII.

ARTICLES AND ADJECTIVES.

113. An Article is the word *the*, *a*, or *an*, placed before a noun to limit its meaning.

The definite article is *THE*, which points out a particular object, group, or kind.

The indefinite article is *A* or *AN*, which shows that *one* of a kind is meant, but no particular one.

A or *an* is placed before nouns in the singular number ; *the*, before nouns in the singular or plural.

114. An Adjective is a word used to qualify or limit the meaning of a noun or pronoun.

115. Adjectives are divided into the following general classes : *common*, *proper*, *participial*, *compound*, *numeral*, and *pronominal*.

116. A Common Adjective is an adjective that expresses quality or circumstance ; as, *good*, *upper*, *daily*.

117. A Proper Adjective is an adjective derived from a proper noun ; as, *American*, *English*, *Newtonian*.

118. A Participial Adjective is a participle used as a descriptive adjective. *Twinkling* stars.

119. A Compound Adjective is a compound word used as an adjective. "*Thick-warbled* songs."

120. A Numeral Adjective is a definitive adjective that expresses number.

121. Numeral Adjectives are divided into three classes : *cardinal*, *ordinal*, and *multiplicative*.

1. A *cardinal numeral* tells how many; as, *one, two*.
2. An *ordinal numeral* tells which one; as, *first, second*.
3. A *multiplicative numeral* tells how many fold; as, *single, double*.

122. A *Pronominal Adjective* is a definitive word which may accompany a noun or *represent* it understood.

123. *Pronominal Adjectives* are divided into three classes: *distributive, demonstrative, and indefinite*.

1. The *distributive* relate to objects taken *separately*.

Ex.—Each, every, either, neither.

2. The *demonstrative* point out objects *definitely*.

Ex.—This, these, that, those, yon, yonder, same, former, latter.

3. The *indefinite* relate to objects *indefinitely*.

Ex.—Any, other, another, one, both, all, some, such, several.

Rule.—*An article or an adjective relates to the noun or pronoun which it limits or describes.*

Write ten complex sentences, each of which shall contain one or more of the following nouns, modified by one or more adjectives; underscore all adjectives with one line:

Man, moon, fields, fountains, pennies, pupils, conduct, soldiers, trees, garden.

Ex.—That poor man who just now begged for a few pennies, was once a wealthy Western farmer.

Several industrious pupils have been annoyed in one way or another by this young man, who is as idle as he is mischievous.

LESSON XXIII.

COMPARISON.

124. Comparison is the variation of the form of adjectives or adverbs to express quality in different degrees.

125. There are three degrees of comparison : the positive, comparative, and superlative.

126. An adjective is in the *positive* degree when it expresses simply the quality ; as, *hard, good*.

127. An adjective is in the *comparative* degree, when it expresses the quality in a higher or lower degree ; as, *harder, better, less hard*.

128. An adjective is in the *superlative* degree, when it expresses the quality in the highest or lowest degree ; as, *hardest, best, least hard*.

129. Adjectives of one syllable are generally compared by annexing *er* for the comparative degree, and *est* for the superlative.

Ex.—Positive, *hard* ; comparative, *harder* ; superlative, *hardest*.

130. Words of *two* syllables, that end with *y* or *le*, or have the accent on the second syllable, may also be compared by annexing *er* and *est*.

131. Words of two or more syllables are compared by means of the adverbs *more* and *most*.

Ex.—Positive, *faithful* ; comparative, *more faithful* ; superlative, *most faithful*.

132. To express degrees below the positive, the adverbs *less* and *least* are used.

Ex.—Positive, *good*; comparative, *less good*; superlative, *least good*.

133. The comparative degree is used when but *two* objects are compared; the superlative is used when three or more are compared.

Ex.—James and John are bright boys. John is the *younger*, but he is *taller* than James; he is the *tallest* of four brothers.

134. Some adjectives are compared by the use of different words.

Ex.—Positive.	Comparative.	Superlative.
Good,	better,	best.
Bad,	worse,	worst.
Ill,	worse,	worst.
Little,	less,	least.
Much,	more,	most.
Far,	farther,	farthest.
Fore,	former,	foremost or first.

Compare rich, sweet, able, happy, polite, nice, elegant, piercing, dreary, many, evil, old.

135. An adjective cannot be properly compared when it denotes what cannot exist in different degrees.

Ex.—Equal, square, dead, two.

Compare by means of less and least:

Convenient, confident, oily, troublesome, exact, indulgent.

LESSON XXIV.

PARSING. FALSE SYNTAX.

Parsing is the mentioning of the parts of speech, and their properties and relations, according to the definitions and rules of grammar.

Analyze the following sentences ; parse the nouns, pronouns, and adjectives :

The sweetest flowers fringed the little stream. The summer breezes blow soft and cool. Up springs the lark, shrill-voiced and loud, the messenger of morn. National debt makes the rich richer, and the poor poorer. On the bank stood a tall waving ash, sound to the very top. There are two larger pear-trees in the second row. The trees that grow on the highest land are generally the smallest. The Atlantic Ocean is three thousand miles wide. It is better to die poor than to acquire riches dishonorably.

“Twelve Spartan virgins, noble, young, and fair,
With violet wreaths adorned their flowing hair.”

“There, with a light and easy motion,
The fan coral sweeps through the clear deep sea ;
And the yellow and scarlet tufts of ocean
Are bending like corn on the upland lea.”

Correct the following examples of false syntax :

ARTICLES.

OBS. 1.—*A* should be used when the next word after it begins with a consonant sound ; *an* should be

used when the next word after it begins with a vowel sound.

We encamped in a open field. Such an one said so.

It is an useful exercise. He is a honest man.

There was not an human being on the place.

It is an universal complaint.

An united people is powerful.

It seems a easy thing to conform to this rule.

OBS. 2.—*A* or *an* denotes an indefinite one of several; *the* denotes the only one, the class, or a particular one of several.

He does not own as much as the fifth part of what you own.

No particular fifth part was meant; and there are more fifths than one, in a whole.

An oak tree is a tree of great durability. That noble animal, a horse.

The assertion may not be true of any one tree; but it is true of the class in general.

A lion is bold. A pink is a very common species of flower.

OBS. 3.—When connected descriptive words refer to different persons or things, an article is generally needed before each of the words.

A black and white calf were the only two I saw.

The white and black inhabitants amount to several thousands.

A beautiful stream flowed between the old and new mansion.

The sick and wounded were left at this place.

The young and old thronged the church.

OBS. 4.—When connected descriptive words refer to the same person or thing, the article can generally be used only before the first of the words.

A white and a black calf is one calf with two colors.

There is another and a better world.

My friend was married to a sensible and an amiable woman.

She is not so good a cook as a washerwoman.

Fire is a better servant than a master.

Everett, the patriot, the statesman, and the orator, should be invited.

The earth is a sphere, a globe, or a ball.

ADJECTIVES.

OBS. 1.—*Them* should not be used as an adjective, in place of *those*.

Them boys are very lazy. Give me them books.

What do you ask for them peaches? Take away them things.

Let some of them boys sit on some of them other benches.

Them are good mackerels. Them are my sentiments.

OBS. 2.—Adjectives should not be compared when their meaning does not allow or require it.

It is the most universal opinion.

INCORRECT: *universal* cannot be compared with propriety; therefore *most* should be omitted. The sentence should be, "It is the *universal* opinion."

Virtue confers supremest dignity on man, and should be his chiefest desire. A more perpendicular line. (A line *more nearly*.)

I think the rose is the beautifullest of flowers.

He is the awkwardest fellow I ever saw.

He lives in the farthest house on the street.

This is badder, but the other is worser still.

OBS. 3.—Double comparatives and superlatives should be avoided.

The office could not have been given to a more worthier man.

A farmer's life is the most happiest.*

She is the most loveliest one of the sisters.

She seemed more lovelier to me than ever before.

The lesser quantity I remove to the other side.

The ending *er*, of the comparative degree, is equivalent to the word *more*.

These were the least happiest years of my life.

This was the most unwise thing you could have done.

OBS. 4.—The comparative degree is used when but two objects are compared; and the superlative, when three or more are compared.

The eldest of her two sons is going to school. The latter of three.

John is the oldest, but James is the largest, of the two boys.

Which is the largest number—the minuend or the subtrahend?

Which do you like best—tea or coffee? The last of two.

Which is farthest North, Chicago or London ?

Choose the least of two evils. This hurt him worst of anything else.

OBS. 5.—In comparison, *other*, *else*, or a similar word, must sometimes be inserted to prevent the leading term from being compared with itself.

That tree overtops all the trees in the forest.

He thinks he knows more than anybody.

Nothing is so good for a sprain as cold water.

There is no situation so good anywhere.

No magazine is so well written as the *Atlantic Monthly*.

Jacob loved Joseph more than all his children.

Thomas is taller than any one of his class.

New York is more densely populated than any city in the United States.

LESSON XXV.

REVIEW QUESTIONS.

1. What is an article?
2. What is the *definite* article?
3. What is the *indefinite* article?
4. When is *a* used? When *an*? See p. 14.
5. What is an adjective?
6. How many general classes of adjectives are there?
7. Name them.

8. What is a common adjective?
9. What is a proper adjective?
10. What is a participial adjective?
11. What is a compound adjective?
12. What is a numeral adjective?
13. Into how many classes are numeral adjectives divided, and what are they?
14. What is a pronominal adjective?
15. Into what classes are pronominal adjectives divided?
16. Give the rule of syntax relating to adjectives.
17. What is comparison?
18. How many degrees of comparison are there, and what are they?
19. When is an adjective said to be in the positive degree?
20. When is an adjective in the comparative degree?
21. When is an adjective in the superlative degree?
22. How are adjectives of one syllable generally compared?
23. How are adjectives of *two* syllables that end with *y* or *le*, sometimes compared?
24. How are words of two or more syllables generally compared?
25. How are degrees *below* the positive expressed?
26. When is the comparative degree used?
27. When is the superlative degree used?
28. What adjectives cannot be properly compared?

LESSON XXVI.

VERBS.

136. A Verb is a word used to express the act or state of a subject.

Ex.—The horse *ran*. The rose *blooms*. He *was elected*.

137. VERBS are divided, according to their form, into *regular* and *irregular*.

138. A Regular Verb is a verb that takes the ending *ed*, to form its past tense and its perfect participle.

Ex.—Present tense, *plant* ; past tense, *planted* ; perfect participle, *planted*. Carry, *carri-ed*.

139. An Irregular Verb is a verb that does not take the ending *ed*, to form its past tense and its perfect participle.

Ex.—Sweep, *swept*, *swept* ; cling, *clung*, *clung* ; cut, *cut*, *cut*.

140. The Principal Parts of a verb are the *present tense*, the *past tense*, the *present participle*, and the *perfect participle*.

These are called the PRINCIPAL PARTS, because by means of them and the auxiliary verbs all the other parts of the verb can be formed.

141. The Present Tense is the simplest form of the verb ; as, *go*.

142. The Past Tense is the simplest form that expresses a past fact ; as, *went*.

142. The **Present Participle** is that form which ends always with *ing* ; as, *go-ing*.

143. The **Perfect Participle** is that form which makes sense with the word *having* before it ; as, *gone*, (having *gone*).

144. VERBS are divided, according to their relation to subjects, into *finite* and *not finite*.

145. A **Finite Verb** is a verb that predicates the act or state of its subject.

Ex.—The plant *grows*. John *has arrived*. I *am* alone.

146. A verb that is not finite, does not predicate the act or state of its subject.

“John *having arrived*.” “For me *to be* alone.”

147. Verbs that are not finite, may be divided into two classes ; *infinitives* and *participles*.

148. VERBS are divided, according to their relation to objects, into *transitive* and *intransitive*.

149. A **Transitive Verb** is a verb that has an object, or requires one to complete the sense.

Ex.—“The lightning *struck* the oak.” (Struck *what*?)

“I *knew* him well, and every truant *knew*” [*him*].—

150. An **Intransitive Verb** is a verb that does not have or require an object.

Ex.—Birds *fly*. Roses *bloom*.

An intransitive verb that does not imply action or exertion, is sometimes called a *neuter verb*.

Ex.—The ocean *is* deep. The book *lies* on the table.

151. The same word is sometimes used as a transitive verb, and sometimes as an intransitive.

“The prince *succeeds* the king.” “In every project he *succeeds*.”

Write the principal parts of the following verbs :

Sully, watch, gamble, dazzle, worry, go, stand, study, lie, lay, sit, set, write.

Ex.—*Present. Past or Preterite. Pres. Part. Perf. Part.*

Sully,	sullied,	sullyng,	sullied.
Write,	wrote,	writing,	written.
Lie,	lied,	lying,	lied.
Lie (to rest),	lay,	lying,	lain.

Write five sentences containing a transitive verb, and five containing an intransitive verb.

Ex.—Webster delivered his great oration in the Senate Chamber. He spoke for two consecutive hours.

LESSON XXVII.

VERBS.

152. An Auxiliary Verb is one that is used to conjugate other verbs.

In the sentences, “He studies,” “He can study,” “He may have studied,” we call *study* a principal verb; while *can*, *may*, and *have* are but auxiliary verbs. A verb helps to conjugate another, when it serves to express it in the different forms.

The auxiliary verbs are—

Be and its variations; used to express the passive and the progressive forms.

Do and *did*; used generally for emphasis.

Have and *had*; used to express the perfect tenses.

Can and *could*; used to express power or possibility.

May and *might*; used to express possibility, permission, or wishing.

Must; used to express necessity.

Shall and *should*; generally used to express compulsion or duty.

Will and *would*; generally used to express inclination or tendency.

Shall and *will* also express the future tenses.

Do, *be*, and *have* are also frequently used as principal verbs.

Ex.—Do as you would be done by. I have a copy of Shelley's poems.

PROPERTIES OF VERBS.

153. Verbs have *voice*, *mood*, *tense*, *person*, and *number*.

154. Voice is that property of transitive verbs which shows whether the subject does, or receives, the act.

155. There are two voices: the *active* and the *passive*.

156. A transitive verb is in the *active voice*, when it represents its subject as acting. "He *watches*."

157. A transitive verb is in the *passive voice*, when it represents its subject as acted upon. "He *is watched*."

Most transitive verbs imply action; but a few—as, *resemble*, *own*,

and *have*—do not imply action. Such a verb is in the *active voice*, when it relates to an object; and in the *passive*, when it has the object for its subject.

158. Voice is a property that belongs to transitive verbs only.

159. The **Passive Form** consists of the verb *be*, or some variation of it, combined with the perfect participle of a transitive verb.

Ex.—“The pitcher *is broken*.” “It was *to be sent* home.”

Change the following sentences so that the verbs will be in the passive voice :

The rulers robbed the people.

John struck the dog.

Henry and I must weed the garden.

He raised his eyes to where I stood.

They who are rich should assist the poor and helpless.

I bought the book.

Adversity taught you both to think and to reason.

They accused him of acting unfairly.

We shipped the goods yesterday.

Misfortune will overtake him sooner or later.

The whirlwind that swept through the city yesterday, upset vehicles, toppled over chimneys, uprooted trees, and caused many casualties.

Ex.—Vehicles were upset, chimneys were toppled over, trees were uprooted, and many casualties were caused by the whirlwind that swept through the city yesterday.

LESSON XXVIII.

160. Mood is the manner in which the act or state is expressed with reference to its subject.

The act or state can be referred to the subject, as something *real*; as something merely *supposed*; as something *real* or *supposed*, and modified by a *relation*; as something *commanded*, or as something *subordinate*, or merely *assumed* and *not predicated*.

161. There are four moods: the *indicative*, the *subjunctive*, the *potential*, and the *imperative*.

Most grammarians call the *infinitive* the *infinitive mood*, thus making five moods; and some call the *participle* the *participial mood*, thus making six moods. Infinitives and participles may be considered as moods; but it seems to us that they are sufficiently distinguished by being called *infinitives* and *participles*.

The Indicative Mood denotes what is *real*.

162. A verb in the *indicative mood* expresses an actual occurrence or fact.

Ex.—I *went*. It *snows*. “Moses *was* God’s first pen.”
—BACON.

163.—A doubt, condition, or inference, assumed as a fact, must be in the indicative mood.

Ex.—If I *am deceived*, I am ruined.

If I *was deceived*, I did not know it.

In these examples, the fact is assumed.

The Subjunctive Mood denotes what is *ideal*.

164. A verb in the *subjunctive mood* expresses a future contingency, or a mere supposition, wish, conclusion, or consequence.

Ex.—If I *go*, I shall go alone.

“O *had* I the wings of a dove!” (But I have not.)

Were I in your condition I would remain.

165. *If, though, lest, unless, except, whether, that, till*, or a similar word, generally precedes and indicates the subjunctive mood.

Ex.—*If* I *were*. *If* I *had been*.

166. By placing the verb or its auxiliary before the subject, the conjunction can generally be omitted.

Ex.—*Were* I, for *If* I *were*. *Had* I *been*, for *If* I *had been*.

167. The **Potential Mood** expresses the power, possibility, liberty, necessity, will, duty, or inclination, of the subject in regard to the act or state.

Ex.—I *can go*. It *might rain*.

You *may go*. I *must go*. I *would go*.

Children *should obey* their parents.

They who *would be* happy *must be* virtuous.

168. The signs of the potential mood are *may, can, must, might, could, would, and should*.

169. The **Imperative Mood** is used to express a command, entreaty, or exhortation.

Ex.—“John, sit up.” “Forgive our trespasses.”

170. The imperative mood is generally used only in the present tense and the second person.

Ex.—“*Charge, Chester, charge!*”—SCOTT.

171. The subject of a verb in the imperative mood is *thou, you, or ye*, generally understood.

Ex.—“*Know thyself.*”

That is, know *thou* thyself.

172. The indicative and the potential moods can be used interrogatively.

Ex.—“‘Is he in the army, then?’ said my Uncle Toby.”—STERNE.

“Must I endure all this?”

Parse the verbs in the following sentences:

The City of Lisbon was destroyed by an earthquake.

MODEL.—*Was destroyed* is a regular transitive verb; present, destroy; past, destroyed; present participle, destroying; perfect participle, destroyed; passive voice, indicative mood, and refers to its subject-nominative, *city*.

The teacher should ask, Why is it regular? transitive? passive voice? indicative mood?

A better house *could have been built* for the money.

If it *be* fair to-morrow, *I shall go* to Philadelphia.

Though friends *fail* and riches *vanish*, virtue *will be* rewarded.

“*Come* unto me all ye that *are* weary and heavy laden.”

Write five sentences which shall contain a verb in the indicative mood and also a verb in the subjunctive, and five sentences which shall contain a verb in the potential mood

and also a verb in the subjunctive ; underscore the verbs in the indicative mood with one line, the verbs in the potential mood with two lines, and the verbs in the subjunctive mood with three lines.

Ex.—I will do what is right though the heavens fall.

If Henry were well he would have come to school this morning.

LESSON XXIX.

INFINITIVES.

173. An Infinitive is a form of the verb that generally begins with *to*, and that expresses the act or state without predicating it.

Ex.—To lead, to have led, to be led, to have been led.

174. There are two infinitives : the *present* and the *perfect*.

A transitive verb has both in each voice ; thus making *four* forms, as above.

PRESENT INFINITIVE.

175. The Present Infinitive denotes,—
Simply the act or state.

Ex.—“ *To love is to serve.*”

176. The present infinitive consists of *to*, combined with the simplest form of the verb ; or of *to be*, with a simple participle.

Ex.—To write, to be writing, to be written.

177. The **Perfect Infinitive** represents the act or state as completed at the time referred to.

Ex.—“You *seem to have come* through the rain.”

178. The perfect infinitive consists of *to have*, or *to have been*, combined with a simple participle.

To have written, to have been writing, to have been written.

179. The infinitive is a verbal noun, and may be used,—

As the *subject* of a verb. “*To retreat* was impossible.”

As the *object* of a verb. “He wished *to retreat*.”

As the *object* of *about*, *except*, or *but*. “He is about *to retreat*.”

As a *predicate-nominative*. “To sin is *to suffer*.”

As an *appositive*. “Delightful task! *to rear* the tender thought.”

180. *To* is omitted after the active verbs *bid*, *make*, *need*, *hear*, *let*, *see*, *feel*, and *dare*; sometimes after *have*, *help*, *please*; and sometimes after a conjunction, or in colloquial expressions.

Ex.—“Let us [*to*] *sing*.” “I heard him [*to*] *say* it.”

[*It is*] “Better [*to*] lose than [*to*] be disgraced.”

Rule.—*An infinitive depends on the word which it limits, or which leads to its use.*

Parse the infinitives; tell whether present or perfect, active or passive, to what each relates, and on what word it depends:

We were anxious *to return* that night.

To return is a regular, intransitive verb, present infinitive, relates to *we*, and depends upon *anxious*. RULE.—

“The Passions oft, to hear her shell,
Thronged round her magic cell.”

“*To appear* discouraged is the surest way to invite an attack.”

It is best *to have* nothing *to do* with him.

The wagons were so arranged as *to protect* the camp.

We were now obliged *to run* in order *to reach* the boat.

“It is glorious *to die* for one’s country.”

Laws *to prevent* such outrages should be enacted.

We were trying *to sing*.

The teacher told us *to listen* that we might hear them *sing*.

“To err is human, to forgive divine.”

We are prepared *to recite*.

John is eager *to learn*.

“I come not here *to talk*.”

The colonel gave the order *to fire*.

He is said *to have been* reading Shakespeare.

To have written *Thanatopsis* is glory enough.

Write five sentences containing the present infinitive, and five containing the perfect infinitive. Underscore the present infinitive with one line, the perfect infinitive with two lines.

Ex.—You love to ramble in the fields and gather flowers.

You seem to have been unfortunate.

LESSON XXX.

PARTICIPLES.

181. A **Participle** is a form of the verb that expresses the act or state without predicating it, and generally has the sense of an adjective.

Ex.—“A tree, *bending* with fruit, fell to the ground.”

Observe that *fell*, and not *bending*, predicates something of *tree*; also that the phrase *bending with fruit*, is, like an adjective, descriptive of the tree.

182. There are two participles: the *present* and the *perfect*, each of which is either simple or compound.

PRESENT PARTICIPLE.

183. The **Present Participle** represents the act or state as present and continuing at the time referred to.

“*Being* thus *wounded*, he cannot return to his regiment.”

184. The simple present participle is made by annexing *ing* to the simplest form of the verb.

Ex.—Catch, *catching*; hide, *hiding*; dig, *digging*.

185. The simple present participle of a transitive verb is nearly always in the active voice.

Ex.—“The bee, *stinging* the boy, soon set itself free.”

186. The compound present participle is made by combining *being* with the simple perfect participle of a transitive verb, and is in the passive voice.

187. The **Perfect Participle** represents the act or state as completed at the time referred to.

Ex.—“A fox, *caught* in a trap.”

“A fox, *having caught* a hen, met the owner,” etc.

188. The simple perfect participle is made by annexing *ed* to the simplest form of the verb; or it is an irregular form, given in the list of irregular verbs.

Ex.—Pitch, *pitched*; give, *given*; see, *seen*; teach, *taught*.

189. The simple perfect participle of a transitive verb is either active or passive.

190. The compound perfect participle is made by combining *having* or *having been* with a simple participle, and is either active or passive.

Ex.—“*Having said* this, he withdrew.”

The soldier, *having been wounded*, was left behind.

Rule.—*A participle relates to a noun or pronoun; and it is sometimes governed by a preposition.*

Write ten sentences, in some one of which, each of the participial forms shall be illustrated. Underscore the present participles with one line, the perfect with two lines.

Ex. Close beside her, faintly moaning, fair and young, a soldier lay,

Torn with shot and pierced with lances, bleeding
slow his life away.

The soldier having been wounded was borne from the field.

The sun having risen we departed.

LESSON XXX.

TENSE.

191. Tense is that property of verbs which shows the distinctions of time.

192. Time may be divided into *present*, *past*, and *future*.

1. PRESENT TIME, strictly speaking, can denote but a moment of duration; yet longer periods, extending into both the future and the past, are often considered present; as when we say, *this day, this week, this year, this century, in our lifetime*. PAST TIME begins from the present, and goes back as far as our thoughts can wander. FUTURE TIME begins from the same point, and goes forward to a similar extent. In each of these periods, an act may be considered either as merely taking place or as completed, thus making the *six tenses*.

Read the following both down the page and across it:

<i>Present.</i>	<i>Past.</i>	<i>Future.</i>
I write	I wrote.	I shall write
I have written	I had written	I shall have written.

193. There are six tenses: the *present*, the *present-perfect*; the *past*, the *past-perfect*; the *future*, and the *future-perfect*.

The terms *perfect* and *pluperfect* may also be used instead of *present-perfect* and *past-perfect*.

194. The *present* tense denotes present time.

Ex.—The grass *is growing*.

Heat *melts* snow. (When? Now, always.)

195. The *present-perfect* tense denotes present completion.

Ex.—I *have finished* the work. (When ? To-day, this week, this month, or this year ?)

196. The *past* tense denotes past time indefinitely.

Ex.—He *was fishing* when I *saw* him.

197. The *past-perfect* tense denotes past completion of the act or state.

Ex.—Here a rose-bush *had once been planted*.

If I *had been* at home I should have welcomed you heartily.

198. The *future* tense denotes simply future time.

Ex.—I *shall see* you to-morrow.

The snow *will melt*, and the trees *will bud and blossom* again.

199. The *future-perfect* tense denotes future completion of the act or state.

Ex.—By the year 1900 we shall have become a great nation.

When the girls graduate, they *will have been* at college three years.

SHALL and WILL. In *predicting* an act or state, we say, “I *shall*,” and “You or they *will*.”

In expressing *determination*, or a *threat*, we say, “I *will*, you or they *shall*.”

200. The tenses of the subjunctive mood may be distinguished from the tenses of the indicative by observing that the subjunctive tenses *move forward in time*.

Ex.—If I *be* able to stand, I shall go.—*hereafter*.

If I *were* at home I should be happy.—*present*.

Had I *been* there when the fire began, I could have saved the house.—*Indefinite past*.

LESSON XXXI.

TENSE FORMS, ETC.

201. The indicative mood has *six* tenses; two present, two past, and two future.

202. The subjunctive mood has *three* tenses; a present, a past, and a past-perfect.

203. The potential mood has *four* tenses; two present and two past.

204. The imperative mood has but *one* tense; the present.

205. The forms of a tense are the different ways in which it can be expressed.

Ex.—He *strikes*, *does strike*, *is striking*, *is struck*, *striket*h.

206. There are five forms: the *common*, the *emphatic*, the *passive*, the *progressive*, and the *ancient* or *solemn style*.

207. The common form is the verb expressed in the most simple and ordinary manner.

Ex.—Time *flies*. He *went* home.

208. The emphatic form is expressed by *do* or *did* as a part of the verb.

Ex.—I *did* say so. Really, it *does* move.

209. The passive form is that which is generally used to express the passive voice; and it is made by combining the verb *be*, or some variation of it, with the perfect participle.

Ex.—The oak *was shattered* by lightning.

The pitcher *was broken*.

210. The progressive form is that which expresses continuance of the act or state; and it is made by combining the verb *be*, or some variation of it, with the present participle.

ACTIVE.—I wrote; I *was writing*. She *is dancing*.

PASSIVE.—“I guessed that some mischief *was contriving*.”—SWIFT.

“Where a new church *is now building*.”—EVERETT.

“While these affairs *were transacting* in Europe.”—BANCROFT.

“Our chains *are forging*.”—WIRT, as PATRICK HENRY.

“Yankee Doodle *was playing* as I came in.”—M. C.

“Where the new rifle-practice *was being introduced*.”—ATL. MONTHLY.

“Your friend *is being buried*.”—HARPER’S MAGAZINE.

211. The person and number of a verb are properties which show its agreement with its subject.

Ex.—I *am*. Thou *art*. He *is*. We *are*. He *strikes*. They *strike*.

Verbs have, like their subjects, three persons and two numbers.

Rule.—*A finite verb must agree with its subject, in person and number.*

212. *Thou* generally requires the verb, or the first auxiliary, to end with *est*, *st*, or *t*.

“*Thou knowest* that thou *didst* the deed.” “*Thou art* the man.”

When the termination required by *thou* would be harsh, it is sometimes omitted, especially in poetry.

“O *Thou* my voice inspire,

Who *touched* Isaiah’s hallowed lips with fire.”—POPE.

“Perhaps thou *noticed* on thy way a little orb.”—POLLOK.

In the imperative mood, *thou* does not require any variation in the form of the verb.

213. *He*, *she*, or *it*, requires that the verb, in the present indicative, shall end with *s* or *es*, *th* or *eth*.

Ex.—He *has*, or *hath*. She *teaches*, or *teacheth*.

The verb *ought*, which is never varied, is the only exception.

214. In the plural number the verb has the same form for all the persons.

Ex.—We *write*. You *write*. They *write*.

Analyze the following sentences, and parse all the words :

I owe to his precepts whatever there is of the man of business in my composition.

ANALYSIS.—This is a complex declarative sentence, in which the dependent clause is the object of the principal verb. *I* is the principal subject; *owe to his precepts whatever, etc.*, is the principal predicate. *Owe* is the predicate-verb; it is modified by the adverbial adjunct *to his precepts*, and the objective clause *whatever there is of the man of business in my composition*. *Whatever* is the subject of the dependent clause; it is modified by the attribute phrase *of the man of business*; *is* is the predicate-verb; it is modified by the adverbial adjuncts *there*, and *in my composition*. *I* is a personal pronoun, of the first person, singular number, and is nominative case to *owe*. **RULE.**—A noun or pronoun which is the subject of a finite verb must be in the nominative case. *Owe* is a regular transitive verb: present owe, past owed, present participle owing, perfect participle owed; active voice, indicative mood, present tense, and agrees with its subject *I* in the first person singular number. **RULE.**—A finite verb must agree with its subject in person and number, and so on.

The old house was torn down by the workmen.

You have met with men whom patience has armed.

He had lingered by the edge of the pond till the golden hues had faded out of the West.

The time will come when his name will be honored and his words will be quoted wherever the English language is spoken.

Next Christmas he will have been at school a year.

He who would see the sun rise, must rise early.

If we had waited, we should have seen the procession.

“If you’ve any task to do,

Let me whisper, friend, to you,

Do it!”

“If you’ve anything to give,

That another’s joy may live,

Give it!”

"Close beside her, faintly moaning, fair and young, a soldier lay,

Torn with shot, and pierced with lances, bleeding slow his life away."—WHITTIER.

He was known to have assisted the editor, in collecting material for the work.

LESSON XXXII.

REVIEW QUESTIONS.

1. What is a verb?
2. How are verbs divided with regard to their form?
3. What is a regular verb?
4. What is an irregular verb?
5. What are the principal parts of a verb?
6. What is the present tense?
7. What is the past tense?
8. What is the present participle?
9. What is the perfect participle?
10. How are verbs divided with regard to their relation to subjects?
11. What is a finite verb?
12. What classes of verbs are not finite?
13. How are verbs divided with regard to their relation to objects?
14. What is a transitive verb?

15. What is an intransitive verb?
16. What is an auxiliary verb?
17. Name the principal auxiliaries, and their uses.
18. Which of these auxiliaries are used as principal verbs?
19. What properties have verbs?
20. What is voice? How many voices have verbs?
21. When is a transitive verb said to be in the active voice?
22. When is a transitive verb said to be in the passive voice?
23. What is the passive form of a verb?
24. What is mood?
25. How many moods are there, and what are they?
26. What does a verb in the indicative mood express?
27. What does a verb in the subjunctive mood express?
28. What conjunctions generally precede a verb in the subjunctive mood?
29. In what other way may the subjunctive mood be expressed?
30. What does the potential mood express?
31. What auxiliaries are signs of the potential mood?
32. What does the imperative mood express?
33. What is the subject of a verb in the imperative mood?
34. What moods can be used interrogatively?

35. What is an infinitive? How many infinitives?
36. What does the present infinitive denote, and how is it formed?
37. What does the perfect infinitive denote, and how is it formed?
38. What is the infinitive in sense, and how may it be used?
39. When is the sign of the infinitive *to*, omitted?
40. Give the rule of syntax that relates to the infinitive?
41. What is a participle?
42. How many participles are there, and what are they?
43. What is the present participle?
44. How is the simple present participle formed?
45. How is the compound present participle formed?
46. What is the perfect participle?
47. How is the simple perfect participle formed?
48. How is the compound perfect participle formed?
49. Give the rule of syntax that relates to participles?
50. What is tense?
51. How many tenses are there, and what are they?
52. What does the present tense denote?
53. What does the present perfect tense denote?
54. What does the past tense denote?
55. What does the past perfect tense denote?
56. What does the future tense denote?
57. What does the future perfect tense denote?
58. Explain the uses of *shall* and *will*.

59. How may the subjunctive mood be distinguished?

60. What is the passive form of a verb, and how is it made?

61. What is the progressive form of a verb, and how is it made?

62. What are the person and number of a verb?

63. Give the rule for the agreement of a finite verb with its subject?

LESSON XXXIII.

CONJUGATION.

215. The Conjugation of a verb is the proper combination and arrangement of all its parts in persons, numbers, moods, tenses, and voices.

216. A Synopsis of a verb is an outline of it, which shows its parts in a single person and number, through the moods and tenses.

Synopsis of *write*, with the first person singular, through the six tenses of the indicative mood.

<i>Present</i> , I write.	<i>Present-Perfect</i> , I have written.
<i>Past</i> , I wrote.	<i>Past-Perfect</i> , I had written.
<i>Future</i> , I shall write.	<i>Fut.-Perfect</i> , I shall have written.

PRINCIPAL PARTS OF *BE*.

<i>Present.</i>	<i>Past.</i>	<i>Pres. Participle.</i>	<i>Perf. Participle.</i>
Be or am,	was,	being,	been.

INDICATIVE MOOD.

Present Tense.

SINGULAR.

First Person, I am,*Second Person,* You are,*Third Person,* He, she, or it is;

PLURAL.

1. We are,

2. You are,

3. They are.

Present-Perfect Tense.

1. I have been,

2. You have been,

3. He has been ;

1. We have been,

2. You have been,

3. They have been.

Past Tense.

1. I was,

2. You were,

3. He was ;

1. We were,

2. You were,

3. They were.

Past-Perfect Tense.

1. I had been,

2. You had been,

3. He had been ;

1. We had been,

2. You had been,

3. They had been.

Future Tense.

Simple futurity ; foretelling.

1. I shall be,

2. You will be,

3. He will be ;

1. We shall be,

2. You will be,

3. They will be.

Promise, threat, or determination.

1. I will be,

2. You shall be,

3. He shall be ;

1. We will be,

2. You shall be,

3. They shall be.

Future-Perfect Tense.**SINGULAR.**

1. I shall have been,
2. You will have been,
3. He will have been ;

PLURAL.

1. We shall have been,
2. You will have been,
3. They will have been.

SUBJUNCTIVE MOOD.**Present Tense.**

- | | |
|---------------|----------------|
| 1. If I be, | 1. If we be, |
| 2. If you be, | 2. If you be, |
| 3. If he be ; | 3. If they be. |

Past Tense.

- | | | | |
|---------------------|-----------|-----------------------|------------|
| 1. If I were, | Were I, | 1. If we were, | Were we, |
| 2. If you were, | Were you, | 2. If you were, | Were you, |
| 3. If he were ; or, | Were he ; | 3. If they were ; or, | Were they. |

Past-Perfect Tense.

- | | |
|---------------------|----------------------|
| 1. If I had been, | 1. If we had been, |
| 2. If you had been, | 2. If you had been, |
| 3. If he had been ; | 3. If they had been. |

Or thus:—

- | | |
|------------------|-------------------|
| 1. Had I been, | 1. Had we been, |
| 2. Had you been, | 2. Had you been, |
| 3. Had he been ; | 3. Had they been. |

POTENTIAL MOOD.**Present Tense.**

- | | |
|----------------|-----------------|
| 1. I may be, | 1. We may be, |
| 2. You may be, | 2. You may be, |
| 3. He may be ; | 3. They may be. |

In the same way conjugate *can be* and *must be*.

Present-Perfect Tense.**SINGULAR.**

1. I may have been,
2. You may have been,
3. He may have been ;

PLURAL.

1. We may have been,
2. You may have been,
3. They may have been.

In the same way conjugate *must have been* and *can I have been* ?

Past Tense.

1. I might be,
2. You might be,
3. He might be ;

1. We might be,
2. You might be,
3. They might be.

In the same way conjugate *could be*, *would be*, and *should be*.

Past-Perfect Tense.

1. I might have been,
2. You might have been,
3. He might have been ;

1. We might have been,
2. You might have been,
3. They might have been.

In the same way conjugate *could have been*, *would have been*, and *should have been*.

IMPERATIVE MOOD.**Present Tense.**

2. Be thou ; or, Do thou be.
2. Be ye or you ; or, Do you be.

*Present.**Perfect.**Compound.*

INFINITIVES, To be.

To have been.

PARTICIPLES, Being.

Been.

Having been.

Synopsis of the verb *be*, with *thou*.

INDICATIVE MOOD.

Present Tense, Thou art.

Present-Perfect Tense, Thou hast been.

Past Tense, Thou wast, or wert.

Past-Perfect Tense, Thou hadst been.

Future Tense, Thou shalt or wilt be.

Future-Perfect Tense, Thou shalt or wilt have been.

“Thou *wert*, thou art, the cherished madness of my heart.”—

BYRON.

SUBJUNCTIVE MOOD.

Present Tense, If thou be.

Past Tense, If thou wert; or, wert thou.

Past-Perfect Tense, If thou hadst been; or, hadst thou been.

“If thou *were*,” and “If thou *had been*,” are sometimes used by good writers.

POTENTIAL MOOD.

Present Tense, Thou mayst, canst, or must be.

Present-Perfect Tense, Thou mayst, canst, or must have been.

Past Tense, Thou mightst, couldst, wouldst, or shouldst be.

Past-Perfect Tense, Thou mightst, couldst, wouldst, or shouldst have been.

IMPERATIVE MOOD.

Present Tense, Be thou; or, Do thou be.

Write the synopsis of the irregular verb DO with the first person singular, through all the moods and tenses. Principal parts: Present do, past did, present participle doing, past participle done.

LESSON XXXIV.

219. The regular verb *ROW* is conjugated in the active voice thus :

PRINCIPAL PARTS.

<i>Present.</i>	<i>Past.</i>	<i>Present Participle.</i>	<i>Perfect Participle.</i>
Row,	rowed,	rowing,	rowed.

INDICATIVE MOOD.

Present Tense.

SINGULAR.	PLURAL.
1. I row,	1. We row,
2. You row,	2. You row,
3. He rows ;	3. They row.

Let the verbs *love*, *rule*, *permit*, *carry*, *strike*, and *see*, be now conjugated in the same way by other members of the class. So in each following tense.

EMPHATIC FORM.

Do, combined with the present infinitive.

1. I do row,	1. We do row,
2. You do row,	2. You do row,
3. He does row ;	3. They do row.

Present-Perfect Tense.

Have, combined with the perfect participle.

1. I have rowed,	1. We have rowed,
2. You have rowed,	2. You have rowed,
3. He has rowed ;	3. They have rowed.

In the solemn style, *hath*, *roweth*, and *doth row*, are used for *has*, *rows*, and *does row*.

Past Tense.

SINGULAR.

1. I rowed,
2. You rowed,
3. He rowed ;

PLURAL.

1. We rowed,
2. You rowed,
3. They rowed.

EMPHATIC FORM.

Did, combined with the present infinitive.

- | | |
|-----------------|------------------|
| 1. I did row, | 1. We did row, |
| 2. You did row, | 2. You did row, |
| 3. He did row ; | 3. They did row. |

Past-Perfect Tense.

Had, combined with the perfect participle.

- | | |
|-------------------|--------------------|
| 1. I had rowed, | 1. We had rowed, |
| 2. You had rowed, | 2. You had rowed, |
| 3. He had rowed ; | 3. They had rowed. |

Future Tense.

Shall or *will*, combined with the present infinitive.

Simple futurity ; foretelling.

- | | |
|------------------|-------------------|
| 1. I shall row, | 1. We shall row, |
| 2. You will row, | 2. You will row, |
| 3. He will row ; | 3. They will row. |

Promise, threat, or determination,

- | | |
|-------------------|--------------------|
| 1. I will row, | 1. We will row, |
| 2. You shall row, | 2. You shall row, |
| 3. He shall row ; | 3. They shall row. |

Future-Perfect Tense.

Shall or *will*, combined with the perfect participle.

SINGULAR.

1. I shall have rowed,
2. You will have rowed,
3. He will have rowed ;

PLURAL.

1. We shall have rowed,
2. You will have rowed,
3. They will have rowed.

SUBJUNCTIVE MOOD.

The tenses of the subjunctive mood are formed like those of the indicative.

Present Tense.

- | | |
|----------------|-----------------|
| 1. If I row, | 1. If we row, |
| 2. If you row, | 2. If you row, |
| 3. If he row ; | 3. If they row. |

EMPHATIC FORM.

- | | |
|-------------------|--------------------|
| 1. If I do row, | 1. If we do row, |
| 2. If you do row, | 2. If you do row, |
| 3. If he do row ; | 3. If they do row. |

Past Tense.

- | | |
|------------------|-------------------|
| 1. If I rowed, | 1. If we rowed, |
| 2. If you rowed, | 2. If you rowed, |
| 3. If he rowed ; | 3. If they rowed. |

EMPHATIC FORM.

- | | |
|--------------------|---------------------|
| 1. If I did row, | 1. If we did row, |
| 2. If you did row, | 2. If you did row, |
| 3. If he did row ; | 3. If they did row. |

Past-Perfect Tense.

- | | |
|----------------------|-----------------------|
| 1. If I had rowed, | 1. If we had rowed, |
| 2. If you had rowed, | 2. If you had rowed, |
| 3. If he had rowed ; | 3. If they had rowed. |

Or, thus :—

- | | |
|-------------------|--------------------|
| 1. Had I rowed, | 1. Had we rowed, |
| 2. Had you rowed, | 2. Had you rowed, |
| 3. Had he rowed ; | 3. Had they rowed. |

POTENTIAL MOOD.

Present Tense.

May, can, or must, combined with the present infinitive.

SINGULAR.

1. I may row,
2. You may row,
3. He may row;

PLURAL.

1. We may row,
2. You may row,
3. They may row.

Present-Perfect Tense.

May have, can have, or must have, combined with the perfect participle.

- | | |
|------------------------|-------------------------|
| 1. I may have rowed, | 1. We may have rowed, |
| 2. You may have rowed, | 2. You may have rowed, |
| 3. He may have rowed; | 3. They may have rowed. |

In the same way conjugate *must have rowed*.

Past Tense.

Might, could, would, or should, combined with the present infinitive.

- | | |
|-------------------|--------------------|
| 1. I might row, | 1. We might row, |
| 2. You might row, | 2. You might row, |
| 3. He might row; | 3. They might row. |

In the same way conjugate *could row, would row, and should row*.

Past-Perfect Tense.

Might have, could have, would have, or should have, combined with the perfect participle.

- | | |
|--------------------------|---------------------------|
| 1. I might have rowed, | 1. We might have rowed, |
| 2. You might have rowed, | 2. You might have rowed, |
| 3. He might have rowed; | 3. They might have rowed. |

In the same way conjugate *could have rowed, would have rowed, and should have rowed*.

IMPERATIVE MOOD.

Present Tense.

2. Row thou; or, Do thou row. 2. Row ye or you; or, Do you row.

Present.

Perfect.

Compound.

INFINITIVES, To row. To have rowed.

PARTICIPLES, Rowing. Rowed. Having rowed.

Synopsis of the word *row*, with *thou*.

INDICATIVE MOOD.

Present Tense, Thou rowest, or dost row.

Present-Perfect Tense, Thou hast rowed.

Past Tense, Thou rowedst, or didst row.

Past-Perfect Tense, Thou hadst rowed.

Future Tense, Thou shalt or wilt row.

Future-Perfect Tense, Thou shalt or wilt have rowed.

SUBJUNCTIVE MOOD.

Present Tense. If thou row, or do row.

Past Tense, If thou rowed, didst row, or did row.

Past-Perfect Tense, If thou hadst rowed.

POTENTIAL MOOD.

Present Tense, Thou mayst, canst, or must row.

Present-Perfect Tense, Thou mayst, canst, or must have rowed.

Past Tense, Thou mightst, couldst, wouldst, or shouldst
row.

Past-Perfect Tense, Thou mightst, couldst, wouldst, or shouldst have rowed.

IMPERATIVE MOOD.

Present Tense, Row thou ; or, Do thou row.

Write the synopsis of the irregular transitive verb LAY, with the first person plural, through all the moods ; also the synopsis of the irregular intransitive verb LIE (to rest), with the second person plural, through all the moods :

PRINCIPAL PARTS.

Lay,	laid,	laying,	laid.
Lie,	lay,	lying,	lain.

LESSON XXXV.

220. A transitive verb is conjugated in the *passive voice* by adding its simple perfect participle to the different forms of the verb *be*.

The regular verb *row* is conjugated in the passive voice thus :

INDICATIVE MOOD.

Present Tense.

SINGULAR.

1. I am rowed,
2. You are rowed,
3. He is rowed ;

PLURAL.

1. We are rowed,
2. You are rowed,
3. They are rowed.

Present-Perfect Tense.

- | | |
|-------------------------|--------------------------|
| 1. I have been rowed, | 1. We have been rowed, |
| 2. You have been rowed, | 2. You have been rowed, |
| 3. He has been rowed ; | 3. They have been rowed, |

Past Tense.**SINGULAR.**

1. I was rowed,
2. You were rowed,
3. He was rowed ;

PLURAL.

1. We were rowed,
2. You were rowed,
3. They were rowed.

Past-Perfect Tense.

- | | |
|------------------------|-------------------------|
| 1. I had been rowed, | 1. We had been rowed, |
| 2. You had been rowed, | 2. You had been rowed, |
| 3. He had been rowed ; | 3. They had been rowed. |

Future Tense.

- | | |
|-----------------------|------------------------|
| 1. I shall be rowed, | 1. We shall be rowed, |
| 2. You will be rowed, | 2. You will be rowed, |
| 3. He will be rowed ; | 3. They will be rowed. |

Future-Perfect Tense.

- | | |
|------------------------------|-------------------------------|
| 1. I shall have been rowed, | 1. We shall have been rowed, |
| 2. You will have been rowed, | 2. You will have been rowed, |
| 3. He will have been rowed ; | 3. They will have been rowed. |

SUBJUNCTIVE MOOD.**Present Tense.**

- | | |
|---------------------|----------------------|
| 1. If I be rowed, | 1. If we be rowed, |
| 2. If you be rowed, | 2. If you be rowed, |
| 3. If he be rowed ; | 3. If they be rowed. |

Past Tense.

- | | |
|-----------------------|------------------------|
| 1. If I were rowed, | 1. If we were rowed, |
| 2. If you were rowed, | 2. If you were rowed, |
| 3. If he were rowed ; | 3. If they were rowed. |

Past-Perfect Tense.**SINGULAR.**

1. If I had been rowed,
2. If you had been rowed,
3. If he had been rowed ;

PLURAL.

1. If we had been rowed,
2. If you had been rowed,
3. If they had been rowed.

POTENTIAL MOOD.**Present Tense.**

- | | |
|----------------------|-----------------------|
| 1. I may be rowed, | 1. We may be rowed, |
| 2. You may be rowed, | 2. You may be rowed, |
| 3. He may be rowed ; | 3. They may be rowed. |

Present-Perfect Tense.

- | | |
|-----------------------------|------------------------------|
| 1. I may have been rowed, | 1. We may have been rowed, |
| 2. You may have been rowed, | 2. You may have been rowed, |
| 3. He may have been rowed ; | 3. They may have been rowed. |

Past Tense.

- | | |
|------------------------|-------------------------|
| 1. I might be rowed, | 1. We might be rowed, |
| 2. You might be rowed, | 2. You might be rowed, |
| 3. He might be rowed ; | 3. They might be rowed. |

Past-Perfect Tense.

- | | |
|-------------------------------|--------------------------------|
| 1. I might have been rowed, | 1. We might have been rowed, |
| 2. You might have been rowed, | 2. You might have been rowed, |
| 3. He might have been rowed ; | 3. They might have been rowed. |

IMPERATIVE MOOD.**Present Tense.**

- | | |
|---|---|
| 2. Be thou rowed, or Do
thou be rowed. | 2. Be ye or you rowed, or Do
you be rowed. |
|---|---|

INFINITIVES.

<i>Present.</i>	<i>Perfect.</i>
To be rowed.	To have been rowed.

PARTICIPLES.

<i>Present.</i>	<i>Perfect.</i>	<i>Compound.</i>
Being rowed,	Rowed,	Having been rowed

221. A verb is conjugated in the *progressive form* by adding its *present participle* to the different forms of the verb *be*.

INDICATIVE MOOD.

Present, I am rowing.

Present-Perfect, I have been rowing.

Past, I was rowing.

Past-Perfect, I had been rowing.

Future, I shall be rowing.

Future-Perfect, I shall have been rowing.

SUBJUNCTIVE MOOD.

Present, If I be rowing.

Past, If I were rowing.

Past-Perfect, If I had been rowing.

POTENTIAL MOOD.

Present, I may, can, or must be rowing.

Present-Perfect, I may have, can have, or must have been rowing.

Past, I might, could, would, or should be rowing.

Past-Perfect, I might, could, would, or should have been rowing.

IMPERATIVE MOOD.

Present Tense.

SINGULAR.

PLURAL.

- | | |
|---|---|
| 2. Be thou rowing, or Do
thou be rowing. | 2. Be ye or you rowing, or
Do you be rowing. |
|---|---|

INFINITIVES.

- | | |
|---------------|----------------------|
| To be rowing, | To have been rowing. |
|---------------|----------------------|

PARTICIPLES.

Having been rowing.

Write the synopsis of the verb STRIKE, in the passive voice, with IT; also the synopsis of the verb SIT with THEY, through all the moods.

LESSON XXXVI.

222. The compound present passive participle is sometimes added to the verb *be*, to express the progressive passive sense.

These forms usually occur only in the *present* and the *past indicative* and the *past subjunctive*.

PRESENT INDICATIVE.

SINGULAR.

PLURAL.

- | | |
|----------------------------|-----------------------------|
| 1. I am being educated, | 1. We are being educated, |
| 2. You are being educated, | 2. You are being educated, |
| 3. He is being educated; | 3. They are being educated. |

PAST INDICATIVE.

- | | |
|-----------------------------|------------------------------|
| 1. I was being educated, | 1. We were being educated, |
| 2. You were being educated, | 2. You were being educated, |
| 3. He was being educated; | 3. They were being educated. |

PAST SUBJUNCTIVE.

- | | |
|--------------------------------|---------------------------------|
| 1. If I were being educated, | 1. If we were being educated, |
| 2. If you were being educated, | 2. If you were being educated, |
| 3. If he were being educated; | 3. If they were being educated. |

223. A verb is conjugated negatively by placing the adverb *not* after the verb or after the first auxiliary.

Ex.—I am not. I was not. I have not been. I had not been, etc. He may not row. He could not row. He should not have rowed.

224. A verb is conjugated interrogatively in the indicative and potential moods by placing the subject after the verb or after the first auxiliary.

Ex.—Do I row? Did I row? Have I rowed? Shall I row?

225. A verb is conjugated interrogatively and negatively by placing the subject and the adverb *not* after the verb or after the first auxiliary.

Ex.—Am I not. Was I not. Have I not been, etc.
Do I not row? Did I not row? Have I not rowed?
Had I not rowed? Will I not row? Shall I not have rowed?

226. A *redundant* verb is a verb that has more than one form for some of its principal parts.

Ex.—*Kneel*; knelt or kneeled; kneeling; knelt or kneeled.

227. A *defective* verb is one that has not all the parts of a complete verb.

The defective verbs are most of the auxiliaries, and *beware*, *methinks*, *ought*, *quoth*, *wit* and *worth*.

Beware has no participles.

Methinks, I think; *methought*, I thought; *meseems*, to me it seems; *meseemed*, to me it seemed, are unusual and poetical.

Ought is used in the present tense when it is followed by the present infinitive, and in the past tense when followed by the perfect infinitive.

Ex.—I *ought* to go; I *ought* to have gone.

Quoth is sometimes used in quaint or humorous language, for said.

Ex.—“Not I, *quoth* Sancho.”

Wit, in the sense of *know*, is yet used in the phrase *to wit*, meaning *namely*.

Worth is used in two or three expressions.

Ex.—Woe *worth* the day; that is, *woe be to the day*.

Wont may be added to the above, in the sense of accustomed.

Ex.—He was *wont* to roam along the river banks.

Write the principal parts of these verbs:

Flow, fly, grow, win, bring, play, lay, bind, bound, give, rise, lie, seat, set, sit.

LESSON XXXVII.

LIST OF IRREGULAR VERBS.

THE TWO PAST FORMS DIFFERENT.*

<i>Present.</i>	<i>Past.</i>	<i>Perf. Participle.</i>	<i>Present.</i>	<i>Past.</i>	<i>Perf. Participle.</i>
Arise,	arose,	arisen.†			
Awake,	awoke, R.,	awaked, awoke.*	Cleave (<i>split</i>),	cleft, or clove, clave,*	cleft, cloven, cleaved.
Be or am,	was,	been.	Come,	came,	come.
Bear,	bore,	born.	Crow,	crowed, or crew,	crowed.
(<i>bring forth</i>),	bare,		Dare,	durst, or (<i>venture</i>), dared,	dared.
Bear,	bore,	borne.	(<i>Dare, to challenge</i> ; regular.)		
(<i>carry</i>),		beaten, beat.	Do,	did,	done.
Beat,	beat,		(<i>prin. verb</i>),		
Become,	became,	become.	Draw,	drew,	drawn.
Befall,	befell,	befallen.	Drink,	drank,	drunk,
Beget,	begot,	begotten,	Drive,	drove,	drank.
Begat,*	begat,*	begot.	Eat,	ate, ěat,	driven. eaten, ěat.*
Begin,	began,	begun.	Fall,	fell,	fallen.
Bid,	bid,	bid,	Fly,	flew,	flown.
Bade,	bade,	bidden.	Forbear,	forbore,	forborne.
Bite,	bit,	bitten.	Forget,	forgot,	forgotten, forgot.
Blow,	blew,	blown.	Forsake,	forsook,	forsaken.
Broke,	broke,	broken,	Freeze,	froze,	frozen.
Break,	brake,*	broke.*	Freight,	freighted,	freighted, fraught.
		chidden, or			
Chide,	chid,	chid.			
Choose,	chose,	chosen.			
Cleave	cleaved, or	cleaved.			
(<i>adhere</i>),	clave,*				

<i>Present.</i>	<i>Past.</i>	<i>Perf. Participle.</i>	<i>Present.</i>	<i>Past.</i>	<i>Perf. Participle.</i>
Get,	got,	got, gotten.	Shake,	shook,	shaken.
Give,	gave,	given.	Shape,	shaped,	shaped, shapen.*
Go,	went,	gone.	Shave,	shaved,	shaved, shaven.
Grave,	graved,	graven, R.	Shear,	sheared, shore,*	shorn, R.
Grow,	grew,	grown.	Show,	showed,	shown, R.
Heave,	heaved,	heaved, hove,	Shrink,	shrunk,	shrunk, shrunk.*
Hew,	hewed,	hewn, R.	Slay,	slew,	slain.
Hide,	hid,	hidden, hid.	Slide,	slid, R.	slidden, slid, R.
Hold,	held,	held, holden.*	Smite,	smote,	smitten, smit.*
Know,	knew,	known.	Sing,	sung, sang,	sung.
Lade (load),	laded,	laden, R.	Sink,	sunk, sank,	sunk.
Lie, (repose), (Lie, to speak falsely; regular.)	lay,	lain.	Sow,	sowed, (to scatter seed),	sown, R.
Mow,	mowed,	mown, R.	Speak,	spoke, spake,*	spoken.
Prove,	proved,	proved, proven.	Spin,	spun, span,*	spun.
Rend,	rent,	rent, R.*	Spit,	spit, spat,*	spit. spitten.*
Ride,	rode,	rode, ridden.	(Spit, to pierce with a spit; regular.)		
Ring,	rang, rung.	rung.	Spring,	sprung, sprang,	sprung.
Rise,	rose,	risen.	Steal,	stole,	stolen.
Rive,	rived,	riven, R.*	Stride,	strode,	stridden.
Run,	ran,	run.		strid,	strid.
Saw,	sawed,	sawn, R.*			
See,	saw,	seen.			
Seethe,	seethed,	seethed,			
	sod,*	sodden.			

<i>Present.</i>	<i>Past.</i>	<i>Perf. Participle.</i>	<i>Present.</i>	<i>Past.</i>	<i>Perf. Participle.</i>
Strike,	struck,	struck, stricken.	Thrive,	thrived, throve,	thrived, thriven.
Strive,	strove, R.,*	striven, R.*	Throw,	threw,	thrown.
Strow,	stowed,	strown, R.*	Tread,	trod,	trodden, trod.
Swear,	swore, sware,*	sworn.	Wax, (grow),	waxed,	waxed, waxen.*
Swell,	swelled,	swollen, R.	Wear,	wore,	worn.
Swim,	swam, swum,	swum.	Weave,	wove, R.,*	woven, R.*
Take,	took,	taken.	Write,	wrote,	written.
Tear,	tore,	torn.			

* In general, only those irregular verbs are liable to be used improperly, of which the *past tense* and the *perfect participle* are *different* in form. R. denotes that the regular form may also be used instead of the other. * denotes that the form under it is seldom used, being either ancient, poetic, or of late introduction. The form supposed to be of the best present usage, is placed first. The second form of some verbs is preferable when applied in a certain way; as, *freighted with spices and silks*, "fraught with mischief"; "thunderstruck," "sorrow-stricken."

† The pupil may also mention the present participle just before he mentions the perfect.

Write the synopsis of the verb SLAY with the third person plural, through all the moods, in the active voice; also in the passive voice.

LESSON XXXVIII.

LIST OF IRREGULAR VERBS—Continued.

THE TWO PAST OR THREE FORMS ALIKE.

<i>Present.</i>	<i>Past.</i>	<i>Perf. Participle.</i>	<i>Present.</i>	<i>Past.</i>	<i>Perf. Participle.</i>
Abide,	abode,	abode.	Clothe,	clothed,	clothed,
Behold,	beheld,	beheld.		clad,	clad.
Belay,	belaid, R.	belaid, R.	Cost,	cost,	cost.
Bend,	bent, R.,	bent, R.	Creep,	crept,	crept.
Bereave,	bereft, R.	bereft, R.	Cut,	cut,	cut.
Beseech,	besought,	besought.	Deal,	děalt,	děalt.
Bet,	bet, R.,	bet, R.	Dig,	dug, R.,	dug, R.
	betided,	betided,	Dwell,	dwelt, R.	dwelt, R.
Betide,	betid,*	betid.*		dreamed,	dreamed,
Bind,	bound,	bound.	Dream,	drěamt,	drěamt.
Bleed,	bled,	bled.		dressed,	dressed,
	blended,	blended,	Dress,	drest,*	drest.*
Blend,	blent,*	blent.*	Feed,	fed,	fed.
	blessed,	blessed,	Feel,	felt,	felt.
Bless,	blest,	blest.	Fight,	fought,	fought.
Breed,	bred,	bred.	Find,	found,	found.
Bring,	brought.	brought.	Flee,	fled,	fled.
Build,	built, R.,*	built, R.	Fling,	flung,	flung.
	burned,	burned,		gilded,	gilded,
Burn,	burnt,	burnt.	Gild,	gilt,	gilt.
Burst,	burst,	burst.	Gird,	girt, R.,	girt, R.
Buy,	bought,	bought.	Grind,	ground,	ground.
Cast,	cast,	cast.	Hang,	hung, R.	hung, R. ^a
Catch,	caught, R.,*	caught, R.*	Have,	had,	had.
Cling,	clung,	clung.	(prin. verb.),		
			Hear,	heard,	heard.

(a.) Hang, hanged, hanged ; *to suspend by the neck with intent to kill* ; but the distinction is not always observed.

<i>Pres.</i>	<i>Past.</i>	<i>Perf. Participle.</i>	<i>Present.</i>	<i>Past.</i>	<i>Perf. Participle.</i>
Hit,	hit,	hit.	Quit,	quit, R.	quit, R.
Hurt,	hurt,	hurt.	Rap,	rapped,	rapped,
Keep,	kept,	kept.		rapt,	rapt.*
Kneel,	knelt, R.	knelt, R.	Read,	read,	read.
Knit,	knit, R.	knit, R.	Reave,*	reft,	reft.
Lay,	laid,	laid.	Rid,	rid,	rid.
Lead,	led,	led.	Say,	said,	said.
Lean,	leaned,	leaned,	Seek,	sought,	sought.
	lăant,	lăant.	Sell,	sold,	sold.
	leaped,	leaped,	Send,	sent,	sent.
Leap,	lăapt,*	lăapt.*	Set,	set,	set.
	learned,	learned,	Shed,	shed,	shed.
Learn,	learnt,	learnt.	Shine,	shone, R.,*	shone, R.*
Leave,	left,	left.	Shoe,	shod,	shod.
Lend,	lent,	lent.	Shoot,	shot,	shot.
Let,	let,	let.	Shred,	shred,	shred.
	lighted,	lighted,	Shut,	shut,	shut.
Light,	lit,	lit.	Sit,	sat,	sat.
Lose,	lost,	lost.	Sleep,	slept,	slept.
Make,	made,	made.	Sling,	slung,	slung.
Mean,	măant,	măant.	Slink,	slunk,	slunk.
Meet,	met,	met.	Slit,	slit, R.,*	slit, R.
	passed,	passed,	Smell,	smelt, R.,	smelt, R.
Pass,	past,*	past. ^b	Speed,	sped, R.,*	sped, R.*
Pay,	paid,	paid.		spelled,	spelled,
Pen,	penned,	penned,	Spell,	spelt,	spelt.
(<i>fence in</i>),	pent,	pent.	Spend,	spent,	spent.
(<i>Pen, to write</i> ; regular.)	pleaded,	pleaded,	Spill,	spilt, R.	spilt, R.
	plăad,*	plăad,*	Split,	split, R.,*	split, R.
Plead,	pled,*	pled.*		spoiled,	spoiled,
			Spoil,	spoilt,*	spoilt.*
Put,	put,	put.	Spread,	spread,	spread.

(b.) *Past* is used as an adjective or as a noun.

(c.) Rap, rapt, rapt; to seize with rapture.

<i>Present.</i>	<i>Past.</i>	<i>Perf. Participle.</i>	<i>Present.</i>	<i>Past.</i>	<i>Perf. Participle.</i>
Stay,	staid, R.	staid, R. ^d	Win,	won,	won.
String,	strung,	strung, R. ^e	Wind,	wound,	wound.
Stave,	stove, R.,	stove, R.	Work,	worked,	worked,
Stand,	stood,	stood.		wrought,	wrought.
Stick,	stuck,	stuck.	Wring,	wrung,	wrung.
Sting,	stung,	stung.	Beware,	(<i>wanting</i> ,)	(<i>wanting</i> .)
Sweat,	swēat, R.	swēat, R.	Can,	could,	"
	swet,	swet.	May,	might,	"
Sweep,	swept,	swept.	Must,	must,	"
Swing,	swung,	swung.	Ought,	ought,	"
Teach,	taught,	taught.	(<i>wanting</i> ,)	quoth,	"
Tell,	told,	told.	Shall,	should,	"
Think,	thought,	thought.	Will, "	would,	"
Thrust,	thrust,	thrust.	(Will, <i>wish</i> , <i>bequeath</i> ; regular.)		
Wake,	waked,	waked,	Wit,	} wot,* }	} wist,* }
	woke,*	woke.*	Wot,*		
	wedded,	wedded,	Wis,*		
Wed,	wed,*	wed.*	Weet,*		
Weep,	wept,	wept.	Most of the verbs that have no participles, are auxiliary verbs.		
Wet,	wet, R.,*	wet, R.*			

(d.) Stay, stayed, stayed; to cause to stop. (e.) Stringed instruments.

LESSON XXXIX.

1. How many and what tenses has the indicative mood?

2. How is the present-perfect tense, indicative mood formed? The past-perfect? Future? Future-perfect?

3. How many, and what tenses, has the subjunctive mood?

4. What conjunctions are signs of the subjunctive mood?

5. How many, and what tenses, has the potential mood?

6. How is the present tense, potential mood formed? The present-perfect? The past? The past-perfect?

7. What is the conjugation of a verb?

8. What is a synopsis of a verb?

9. How is a verb conjugated in the passive voice?

10. How is a verb conjugated in the progressive form?

11. How is a verb conjugated to express the progressive passive sense? In what moods and tenses is a verb thus used?

12. How is a verb conjugated negatively? Give an example.

13. How is a verb conjugated interrogatively? Give an example.

14. How is a verb conjugated interrogatively and negatively? Give an example.

15. What is a redundant verb? Give an example.

16. What is a defective verb?

17. Mention the principal defective verbs.

18. When is *ought* in the present tense? When in the past tense?

19. How is *wit* sometimes used? *Quoth?* *Worth?* *Wont?*

20. What are the principal parts of a verb?

21. Give a synopsis of *see*, through both voices, with *I*, *you*, and *he*.

22. Give, in like manner, the synopsis of *love*, *bind*, *carry* and *permit*.

23. Give, in the order of the conjugation, the infinitives, first in the active voice, and then in the passive, of *move*, *degrade*, *drown*, *invigorate*. Give the participles also.

24. Tell the mood and tense of each of the following verbs :

I had been studying. We have lost it. If I be invited. You should have come. It is rising. Were I invited I should go. She must have seen the book. We are coming. They suffered. You did take the book. I do know whereof I speak. He has learned to be diligent. You ought to have come directly home. Work while the day lasts.

Analyze the following sentences, and parse the verbs ; tell whether the verbs are regular or irregular, transitive or

intransitive, with active or passive voice ; give mood, tense, person, and number :

A fierce dog caught the robber.

This is a simple declarative sentence. *A fierce dog* is the subject, *caught the robber* is the predicate. *Dog* is the subject-nominative ; it is modified by the article *a* and the adjective *fierce*. *Caught* is the predicate-verb, and is modified by the objective element *robber*, which is modified by the article *the*. *Caught* is an irregular transitive verb ; principal parts, *catch, caught, catching, caught* ; active voice, indicative mood, past tense, and agrees with its subject *dog* in the third person, singular number. RULE.—A finite verb must agree with its subject in person and number.

A cloud is passing over us.

The place was covered with flowers.

We have learned our lessons.

The hunters had killed a grizzly bear.

We shall visit our English cousins next year.

“Will you walk into my parlor ?” said a spider to a fly.

This is a complex declarative sentence, in which the dependent clause is the object of *said*. *A spider* is the subject of the principal clause ; *said* is the predicate-verb, and is modified by the adverbial adjunct *to a fly*, and the objective clause *will you*, etc. *You* is the subject of the dependent clause, *will walk* is the predicate-verb, which is modified by the adverbial phrase *into my parlor* ; *parlor* is the principal word of the phrase, and is modified by the possessive *my*, and governed by *into*.

You may walk into the garden, but you must not pluck the flowers.

This is a compound sentence, consisting of two co-ordinate clauses connected by *but*.

A good resolution should not be broken.

If a horse could have been procured, we would have sent him.

If he be chosen, he will serve.

Were you with him, he would be content.

If they had fought more bravely, the victory would have been ours.

Do not give a poor man a stone, when he asks for bread.

You came here to work, not to play.

The poem was to be published.

The house is estimated to have cost fifty thousand dollars.

To work is better than to starve.

This is a complex sentence, with the dependent clause incorporated in the principal predicate. *To work* is a present infinitive used as a noun, and is the subject nominative of *is*, the predicate-verb, which is modified by the attribute clause *better than to starve*; *better* is the principal word, and is modified by the clause *than to starve* (is); *than* is a conjunction, and connects the clauses. *To starve* is used as a noun, the subject of a verb understood.

James ran fast, pursuing John, and pursued by us.

Having written his letter, he sealed it.

Truth, crushed to earth, shall rise again.

His lessons having been thoroughly learned, he was ready for the examination.

Considering his age, he is far advanced.

Considering relates to *we*. We think, considering, etc.

She was punished for having torn her book.

A participle may govern a noun in the objective case, and be itself governed by a preposition.

LESSON XL.

FALSE SYNTAX.

Correct the errors in the use of verbs in the following sentences :

IMPROPER USE OF WORDS.

We were setting round the fire.

He laid down to take a nap.

He flew with his family to America.

Can you learn me to write ?

He was much effected by the news.

I expect it rained yesterday.

We suspect the trip will afford us great pleasure.

I love milk better than coffee.

Morse discovered the telegraph, and Harvey invented the circulation of the blood.

Carry the horse to water.

I didn't go to do it.

We were falling trees to build a house.

He knowed more than he said.

A line was drawed under it.

The warning was not taken heed of.

The book was give to me.

You had not ought to have done so.

We be all of us from York State.

You might have went yourself.

He begun well, but ended badly.

I never seen anything of it.

They done the best they could.

The tree had fell, and all of its branches were broke.

I seen the limb tore off by the wind.

We will suffer from cold unless we go better protected.

The drowning foreigner said: "I will be drowned, nobody shall help me."

Queen Isabella promised a pension to the first seaman that would discover land.

Would implies inclination, *could*, ability, *should* expresses futurity and duty.

Shall he find any gold there?

I would have been much obliged to you.

He should be obliged to you if you would help him.

I was afraid I would lose all the capital I had invested.

Does he not behave well, and gets his lessons as well as any other boy in school.

ERRORS IN TENSE.

Our teacher told us that the air had weight (when?)

Keats said that truth was beauty, and beauty was truth.

The teacher insisted that the article was a mere adjective.

I very much wished to have gone, but mother could not spare me.

We have done no more than it was our duty to have done.

We hoped to have had the pleasure of a visit from you.

ERRORS IN PERSON AND NUMBER.

I called, but you was not at home.

My outlays is greater than my income.

He dare not say it to my face.

Such a temper need to be corrected.

Thou art the friend that hast often relieved me.

The molasses are excellent.

If a man have built a house, the house is his.

Has the horses been fed ?

What have become of your promises ?

Six is too many to ride in the boat at the same time.

On each side of the river was ridges of hills.

There seems to be no others included.

There was no memoranda kept of the sales.

Every one of the witnesses testify to the same thing.

Every one of us have as much as he can do.

Neither of us have a dollar left.

A variety of pleasing objects charm the eye.

A committee were appointed to examine the accounts.

The greater part of the audience was pleased.

The public is respectfully invited.

The legislature have adjourned.

The company were chartered last winter.

The multitude eagerly pursues pleasure.

Does the multitude as *one* thing, or as individuals, pursue pleasure?

228. When two or more singular subjects are connected by *and* they require a plural verb; when connected by *or* or *nor* they require a singular verb.

Mary and her cousin was at our house.

Neither Mary nor her cousin were at our house last week.

Enough ingenuity and labor has been bestowed to make this enterprise successful.

Man's happiness or misery are, in a great measure, put into his own hands.

Wisdom, virtue, and happiness, dwells with the mediocrity.

And so was also you and I.

Time and tide waits for no man.

There was not a little wit and sarcasm in his reply.

Either Thomas or George have to stay at home.

It is honor, false honor that produce so many quarrels.

Every one of these houses have been lately built.

LESSON XLI.

ADVERBS.

229. An **Adverb** is a word used to modify the meaning of a verb, an adjective, or another adverb.

230. Adverbs are divided into five classes: *manner*, *place*, *time*, *degree*, and *modal*.

231. A **Conjunctive Adverb** is an adverb that usually connects two clauses, by relating to a word in one and forming a part of the other.

When, while, as, before, till, ere,
where, why, how, after, since, whereby, etc.
"The seed grew up *where* it fell."

Where relates to *grew* and *fell*, or it joins to the word *grew* a clause denoting place. "The seed grew up *from the place* | *on which* it fell." *Where* is thus resolved into two phrases, which attach themselves respectively to each of the clauses, and the latter of which has a relative pronoun.

Sometimes a conjunctive adverb joins a phrase to some word or clause, instead of uniting two clauses.

232. The clause which has the conjunctive adverb, is used in the sense of an adverb, an adjective, or a noun.

“You speak of it *as you understand it*.” How?

“In the grave *where our hero was buried*.” What grave?

“I saw *how a pin is made*.” I saw what?

A conjunctive adverb shows merely whether its clause expresses *manner, time, place, or identity*; and it is sometimes essentially a preposition or a conjunction.

Most adverbs are derived from adjectives, by annexing *ly*; but sometimes the same word or form can be used either as an adjective or as an adverb.

Ex.—Slow, *slowly*; careful, *carefully*. *No, better, best, more, most, less, least, early, hard, long, ill, well, like, very, yonder*, and many other words, can be used either as adjectives or as adverbs.

233. To express manner or describe the act, the *adverb* should be used; to describe the object, the *adjective*.

“Things look [are] *favorable* this morning.” *adj.*

“He looks *skillfully* at the moon, through his telescope.” How?

“We arrived *safe*.” *i. e.*, we were *safe* when we arrived.

Correct the following sentences:

Let him do it agreeable to your wishes.

Such notes sound harshly to our ears.

The fur of the seal feels very smoothly.

She looks beautifully.

These appear to be done the neatest (the most neatly).

He acted much wiser than his brother.

He speaks very fluent, and reasons plausible.

She was scarce gone, when they came.

234. Adverbs are compared like adjectives; except that a smaller number can be compared, and that these are more commonly compared by *more* and *most*.

Regular.

Soon, *sooner, soonest.*

Long, *longer, longest.*

Early, *earlier, earliest.*

Wisely, *less wisely, least wisely.*

Wisely, *more wisely, most wisely.*

Foolishly, *more foolishly, most foolishly.*

Irregular.

Well, *better, best.*

Badly or ill, *worse, worst.*

Much, *more, most.*

Little, *less, least.*

Forth, *further, furthest.*

Far, *farther, farthest.*

Compare the foregoing adverbs with the adjectives on p. 104.

CLASSES OF ADVERBS.

1. ADVERBS OF MANNER.

So,	well,	otherwise,	separately,	aloud,	in vain,
as,	ill,	headlong,	together,	apart,	in brief,
thus,	like,	fast,	somehow,	asunder,	happily,
how,	else,	slowly,	however,	amiss,	trippingly.

Most words that end with *ly*, are adverbs of manner.

Adverbs of manner answer to the question *How?*

2. ADVERBS OF PLACE.

Here,	thence,	whither,	nowhere,	away,	in, out,
there,	whence,	herein,	everywhere,	aside,	back,
where,	hither,	therein,	yonder,	aloof,	forth,
hence,	thither,	wherein,	far, off,	up, down,	forwards.

Adverbs of place answer to the question *Where? Whence?* or *Whither?* and hence imply position or direction.

3. ADVERBS OF TIME.

Now,	always,	after,	sometimes,	to-morrow,	since,
when,	already,	lately,	seldom,	yesterday,	till,
then,	as,	early,	daily,	immediately,	yet,
ever,	while,	again,	forever,	hitherto,	just,
never,	before,	often,	to-day,	hereafter,	anon.

Adverbs of time answer to the question *When? How long? How often? How soon?* or *How long ago?* and hence they denote present time, future time, relative time, duration, or repetition.

ADVERBS OF NUMBER.—Once, twice, thrice. These denote time.

ADVERBS OF ORDER.—First, secondly, thirdly, etc. These denote either place or time.

4. ADVERBS OF DEGREE, EXTENT, OR QUANTITY.

Much,	less,	so,	wholly,	even,	chiefly,
more,	least,	just,	partly,	how,	nearly,
most,	very,	fully,	all,	however,	well-nigh,
mostly,	too,	full,	quite,	enough,	ever so,
little,	as,	generally,	scarcely,	nevertheless,	somewhat.

5. MODAL ADVERBS.

These show how the statement is made or regarded.

OF AFFIRMATION OR APPROVAL.—Yes, yea, ay, verily, surely, certainly, forsooth, indeed, truly, really, amen, of course, to be sure.

OF NEGATION.—Not, nay, no, nowise, by no means.

OF DOUBT.—Perhaps, probably, perchance, may-be, haply.

OF CAUSE OR MEANS. — Why, therefore, wherefore, hereby, thereby, whereby, wherewith, whereof, accordingly, consequently, hence, thence, whence, etc.

Rule.—*An adverb belongs to the word, phrase, or clause to which it relates.*

Parse all the words in the following sentences :

“But yesterday, the word of Cæsar might
Have stood against the world: now lies he there,
And none so poor to do him reverence.”—SHAKESPEARE.

“Honor and shame from no condition rise;
Act well your part, there all the honor lies.”—POPE.

“Who love too much, hate in the like extreme.”

“*Alone!* that worn-out word,
So idly spoken and so coldly heard.”

LESSON XLII.

PREPOSITIONS.

235. A **Preposition** is a word used to show the relation between a following noun or pronoun and some other word.

“The rabbit *in* the hollow tree was caught.” What, in what?

The substantive after the preposition must be in the *objective case*.

236. Two prepositions are sometimes combined, and used as one; and some phrases are generally used as prepositions.

Ex.—Upon, according to, as to, as for.

“The river flowed *from under* the palaces.”

Such phrases are sometimes called *complex* or *compound prepositions*.

237. A Prepositional Phrase is a preposition with its object, or with the words required after it to complete the sense, and is an adjective or adverbial *adjunct*.

Ex.—“The wind swept *in waves* | *over the bristling barley*.”

Such adjuncts generally show *where, when, how, how long, of what kind, by whom, by what means*, etc.

Ex.—“A fox | *of the largest size* | was caught { *under the bluff*
before sunrise,
by our dogs.”

238. A preposition that has no word to govern, becomes an adverb; sometimes, a noun or an adjective.

Ex.—“The eagle flew *up*, then *round*, then *down* again.”

“It fell *from above*.” “It came *from within*.”

Above is a noun, or *from above* can be parsed as an adverbial phrase.

Rule.—*A preposition shows the relation of an object to some other word on which the adjunct depends.*

Parse all the words in the following sentences illustrating the use of prepositions:

LIST OF PREPOSITIONS.

A.—“We went *a fishing*.” “This set people *a thinking*.”—SWIFT.

ABOARD.—“He went *aboard* the ship.”

ABOUT.—“He wished to run *about* the house.”

ABOVE.—“The stars *above* us.” “I thought he was *above* such meanness.”

ACROSS.—“We came to a tree lying *across* the road.”

AFTER.—“We determined to start *after* dinner.”

AGAINST.—“We rowed *against* the stream.”

ALONG.—“The cloud is gilded *along* the border.”

AMID, AMIDST.—“The rogues escaped *amidst* the confusion.”

AMONG, AMONGST.—“Flowers perish *among* weeds.”

AROUND, ROUND.—“The ring *around* his finger was given to him by his mother.”

AT.—“She lives *at* home.” “The sun sets *at* six o'clock.”

ATHWART.—“Why advance thy miscreated front *athwart* my way?”

BEFORE.—“The tree *before* the house was an oak.”

BEHIND.—“The squirrel hid *behind* the tree.”

BELOW.—“The James River is very crooked *below* Richmond.”

BENEATH.—“The chasm *beneath* us was dark and inaccessible.” “He is *beneath* contempt.”

BESIDE, BESIDES.—“A large sycamore grew *beside* the river.”

BETWEEN.—“The river flows *between* two hills.”

BETWIXT.—“He was crushed to death *betwixt* two cars.”

BEYOND.—“The life *beyond* the grave is a mystery.”

BUT.—“Whence all *but* him had fled.”

BY.—“A lily grew *by* a brook.” “The fort was demolished *by* soldiers.”

CONCERNING.—“He spoke *concerning* virtue.”

DOWN.—“The boat went *down* the river.”

DURING.—“He remained abroad *during* the war.”

ERE.—“He came *ere* noon.”

EXCEPT, EXCEPTING.—“All *except* him were set free.”

FOR.—“A collection *for* the poor was taken up.”

FROM.—“There lay a branch *from* the tree.”

IN.—“He was accustomed to play *in* the afternoon.”

INTO.—“We step *into* a carriage, and then ride *in* it.”

NOTWITHSTANDING.—“He succeeded *notwithstanding* the opposition.”

OF.—“It was the house *of* a friend.” “He was left to die *of* hunger.”

OFF.—“Juan Fernandez lies *off* the coast of Chili.”

ON.—“The picture *on* the wall is a likeness of Raphael.”

OVER.—“The bridge *over* the river was built of stone.”

PAST.—“They drove *past* the house.”

RESPECTING.—“*Respecting* his conduct, there is but one opinion.”

SAVE.—“All *save* him remained.”

SINCE.—“He has not been here *since* last Christmas.”

TILL, UNTIL.—“He will remain here *till* next Christmas.”

TO, UNTO.—“He started to go *to* the river.” “Verily, I say *unto* you.”

TOWARD, TOWARDS.—“He came *towards* me.”

THROUGH.—“The hunter travels *through* woods and swamps.”

THROUGHOUT.—“There was commotion *throughout* the whole land.”

UNDER.—“The earth *under* our feet was shaken.”
“The youth was *under* age.”

UNDERNEATH.—“*Underneath* this sable hearse lies the subject of all verse.”

UP.—“He climbed *up* the tree.”

UPON.—“The people stood *upon* the house-tops.”

WITH.—“There were girls *with* sparkling eyes.” “The vase was filled *with* flowers.”

WITHIN.—“The war will end *within* the next six months.”

WITHOUT.—“I have a purse *without* money.” “He does not wish to live *without* company.”

ACCORDING TO.—“It was done *according to* law.”

CONTRARY TO.—“He has acted *contrary to* orders.”

AS TO.—“*As to* your case, nothing was said.”

FROM BEYOND.—“They came *from beyond* Jordan.”

FROM OUT.—“*From out* thy slime the monsters of the deep are made.”

IN STEAD OF.—“Take this horse *in stead of* that.”
Better, *in stead of*, as “*in place of*,” “*in lieu of*,” “*in my stead*,” “*but this in stead*.” *Stead* is a noun.

OUT OF.—“The bucket was drawn *out of* a well.”
“This piano is *out of* tune.”

LESSON XLIII.

CONJUNCTIONS.

239. A **Conjunction** is a word used to connect words, phrases, clauses, or sentences.

Ex.—“The mossy fountains *and* the sylvan shades.”—POPE.

“John *and* James are happy *because* they are good.”

240. Conjunctions not only connect parts of a sentence, but they also show how the connected parts are related or regarded.

“Dear, *because* worthless.” “Read *and* write”; “Read *or* write.”

241. Two conjunctions are sometimes combined, and used as one; and sometimes a common phrase is used as a conjunction.

“*And yet* I would not get riches thus, *even if* I were a beggar.”

“John, *as well as* Arthur, must be punished, *inasmuch as* they have both been disobedient.”

242. A **Corresponding Conjunction**, or **Correlative Connective**, is one of a separated pair that connect the same parts.

Ex.—“*Neither* flattery *nor* threats could prevail.”

Neither is a corresponding conjunction, the correspondent of *nor*, which it helps to connect the words, flattery and threats. Sometimes the connectives *so* and *as*, *as* and *as*, or *rather* and *than*, stand

next to each other; but they still belong to different clauses or phrases.

243. *And, or, and nor*, are the chief conjunctions; and they are mostly used for connecting words or phrases.

Ex.—“Bees *and* blossoms.” “Bees *or* blossoms.”
“Neither bees *nor* blossoms.”

244. *But, if, and that*, are the next most important conjunctions; and they are mostly used for connecting clauses.

Ex. “She tries a thousand arts, *but* none succeed.”—
YOUNG.

245. Co-ordinate Conjunctions join the parts of *compound* phrases or sentences—they join parts of equal rank.

Ex.—And, but, or, nor, still, though, unless, yet.

246. Subordinate Conjunctions join the parts of *complex* phrases or sentences—they join parts of unequal rank.

Ex.—Because, except, if, lest, since, than, though, whether.

Rule.—*Conjunctions connect words, phrases, clauses, or sentences.*

Parse the words in the following sentences illustrating the use of conjunctions:

LIST OF CONJUNCTIONS.

AS WELL AS; *copulative; co-ordinate*. "He, *as well as* I, was deceived.

BECAUSE; *causal; subordinate*. "Success is difficult, *because* many strive."

BUT; *adversative; co-ordinate*. "I go, *but* I return."

EXCEPT; *restrictive; subordinate*. "He is sane, *except* when he talks of politics."

EXCEPT; *conditional; subordinate*. "*Except* a man be born again," etc.

FOR; *causal; subordinate*, sometimes *co-ordinate*. "Rise, *for* it is day."

FURTHERMORE; *copulative; co-ordinate*.

It sometimes begins a paragraph.

IF; *conditional; subordinate*. "*If* the advice is good, take it."

LEST; *cautionary or causal; subordinate*. "Touch it not, *lest* ye die."

NOTWITHSTANDING; *adversative and co-ordinate*, or *concessive and subordinate*.

Notwithstanding, when used in the sense of "*still, however*," is *co-ordinate*; when used in the sense of "*even if*," *subordinate*.

MOREOVER; *copulative; co-ordinate*.

It sometimes begins a paragraph.

NOR; *disjunctive; co-ordinate*. "He said nothing more, *nor* did I."

OR; *disjunctive; co-ordinate*. "We must educate, or we must perish."

PROVIDED; *conditional; subordinate*. "I will go, *provided* you go."

SINCE; *causal; subordinate*. "Since you have come, I will go."

STILL; *adversative; co-ordinate*. "He has often failed, *still* he strives."

THAN; *comparative; subordinate*. "Performance is better *than* promising."

THAT; *final; subordinate*. "He studies, *that* he may learn. For what *end*?"

THAT; *demonstrative; subordinate*. "*That* | the war is a calamity, is admitted." "It is admitted *that* | the war is a calamity." "We all know *that* | the war is a calamity."

THEN; *illative; co-ordinate*. "The cotton is yours? *then* defend it."

THOUGH, ALTHOUGH, sometimes WHAT THOUGH; *concessive, subordinate*. "*Though* he owns but little, he owes nothing."

UNLESS; *conditional; subordinate*. "Unless you study, you will not learn."

UNLESS; *adversative; co-ordinate*. "Remain, *unless* you must go."

WHETHER; *indeterminate; subordinate*. "I will see *whether* he has come." *Whether*, and not *if*, should begin an intermediate clause used as a noun. Nobody knows *whether* the war will end soon. I will see *whether* he has come.

WHEREAS; *causal; subordinate*. "Whereas it doth appear," etc.

WHEREAS; *adversative*; *co-ordinate*. "Reason errs; *whereas* instinct," etc.

YET; *adversative*; *co-ordinate*. "All dread death, *yet* few are pious."

The principal *co-ordinate* conjunctions are *and*, *or*, *nor*, and *but*.

The principal *subordinate* conjunctions are *that*, *than*, *as*, *if*, and *because*.

CORRELATIVE CONJUNCTIONS OR CONNECTIVES.

BOTH — AND. "It is *both* mine *and* yours."

EITHER — OR. "It is *either* mine *or* yours."

NEITHER — NOR. "It is *neither* mine *nor* yours."

WHETHER — OR. "I know not *whether* it is mine *or* yours."

THOUGH, ALTHOUGH — YET, NEVERTHELESS. "The river, though deep, was yet clear." "*Though* deep, yet clear."

IF — THEN. "*If* you have no confidence, *then* do not venture."

AS — AS; *equality*. "Time is *as* precious *as* gold."

AS — SO; *equality*. "*As* the one dies, *so* dies the other."

SO — AS; *consequence*. "It is *so* plain *as* to require no explanation."

SO — THAT; *consequence*. "The road was *so* muddy *that* we returned."

NOT ONLY—BUT ALSO. "He is *not only* bold, *but* he is *also* cautious."

OR — OR; sometimes used by poets in stead of *either—or*.

NOR — NOR; sometimes used by poets in stead of *neither — nor*.

LESSON XLIV.

INTERJECTIONS.

247. An Interjection is a word that expresses an emotion, and is not connected in construction with any other word.

Ex.—“‘O, stay!’ the maiden said, ‘and rest.’”—LONG-FELLOW.

Omit *O*, and the sentence will still make good sense without it.

248. Words from almost every other part of speech, and sometimes entire phrases, when abruptly uttered to express emotion, may become interjections.

Ex.—Strange! behold! what! why! indeed! mercy!

“Why, *there, there, there!*”

“*Fire and brimstone!* what have you been doing?”

But when it is not the chief purpose of such a word to express emotion, and when the omitted words are obvious, the word should be parsed as usual; as, “*Patience*, good lady! *comfort*, gentle Constance!”—*Have patience*, good lady! receive comfort, gentle Constance!

249. Words used in speaking to the inferior animals, and imitative words or syllables that are uttered with emotion, are generally interjections.

Ex.—Haw! gee! whoh! scat! whist! ’st, ’st!

“The words are fine; but as to the sense—*b-a-h!*”

“Up comes a man on a sudden, *slap, dash!*”

“Be sure that you blow out the candle,—

Ri fol de rol tol de rol lol.”—HORACE SMITH.

250. A substantive after an interjection is independent, or else its case depends on some word understood.

Ex.—“O thou!” “Ah me!” “O happy we!”

LESSON XLIV.

REVIEW QUESTIONS.

1. What is an adverb?
2. How many, and what classes of adverbs are there?
3. What is a conjunctive adverb?
4. How is the clause used that has the conjunctive adverb?
5. From what are most adverbs derived? how?
6. When should the adverb be used? and when the adjective?
7. What is said of the comparison of adverbs?
8. Mention the five classes of adverbs.
9. How may adverbs of manner be distinguished?
10. Of place? of time? of degree, extent or quantity?
11. What do modal adverbs show?
12. Give the rule of syntax relating to adverbs.

13. What is a preposition ?
14. What is a prepositional phrase ?
15. What is said of a preposition that has no word to govern ?
16. Give the rule of syntax relating to prepositions.
17. What is a conjunction ?
18. What do conjunctions show ?
19. What is said of the union of two conjunctions ?
20. What is a corresponding or correlative conjunction ?
21. Which are the chief conjunctions ? and how used ?
22. Which are the next most important conjunctions ? and how used ?
23. What are co-ordinate conjunctions ?
24. Mention eight co-ordinate conjunctions.
25. What are subordinate conjunctions ?
26. Mention eight subordinate conjunctions.
27. Give the rule of syntax relating to conjunctions.
28. What is an interjection ?
29. What is said of words and phrases becoming interjections ?
30. What is said of words or syllables addressed to the inferior animals ?
31. What is said of a substantive (noun) after an interjection ?
32. In parsing interjections, what rule of syntax may be given ? *Ans.* An interjection has no grammatical connection with other words.

RULES OF SYNTAX.

- I. A noun or pronoun used as the subject of a finite verb, must be in the nominative case.
- II. A noun or pronoun used independently or absolutely must be in the nominative case.
- III. A noun or pronoun that limits the meaning of another noun by denoting possession, must be in the possessive case.
- IV. A noun or pronoun used as the object of a transitive verb must be in the objective case.
- V. A noun or pronoun used as the object of a preposition must be in the objective case.
- VI. Intransitive and passive verbs take the same case after as before them, when both words refer to the same person or thing.
- VII. A noun or pronoun used to explain a preceding noun or pronoun, is put by apposition in the same case.
- VIII. A pronoun must agree with its antecedent in gender, person, and number.
- IX. An infinitive depends on the word which it limits, or which leads to its use.
- X. A participle relates to a noun or pronoun; and it is sometimes governed by a preposition.
- XI. A finite verb must agree with its subject in person and number.

- XII. An article or an adjective relates to the noun or pronoun which it limits or describes.
- XIII. An adverb belongs to the word, phrase or clause to which it relates.
- XIV. A preposition shows the relation of an object to some other word on which the adjunct depends.
- XV. Conjunctions connect words, phrases, clauses or sentences.
- XVI. Interjections have no grammatical connection with other words.
-

EXERCISES IN ANALYSIS AND PARSING.

In written exercises, indicate the members or principal subdivisions of compound sentences by the numerals 1, 2, 3; the simple co-ordinate clauses, by the capital letters A, B, C; the principal clause of each complex sentence, by the small letters a, b, or c; and the dependent clauses by a', b', c', a'' b'', c'', according to the order of their dependence.

Use obvious abbreviations for terms used in analysis and parsing, as *sen. sentence*, *sub. subject*, *pred. predicate*, *ad. adjunct*, *att. attribute*, *adj. adjective*, *adv. adverb*, *adverbial*, *decl. declarative*, *imp. imperative*, *int. interrogative*, *ind. indicative*, *pot. potential*, *subj. subjunctive*, *inf. infinitive*, *part. participle*, *agr. agrees*, *rel. relates*, *relative*, *mod. modifies*, etc.

The cottage stood where the mountain shadows fell when the sun was declining.

This is a complex decl. sen. consisting of a prin. and two dep. clauses :

a, The cottage stood
 a', where the mountain shadows fell,
 a'', when the sun was declining.

Heaven has imprinted in the mother's face something that claims kindred with the skies.

A desire to see once more our native land, induced us to attempt the journey.

That you may be honored, be deserving of honor.

Who could guess

If evermore should meet those mutual eyes,
 Since upon night so sweet such awful morn could rise ?

Who is an int. pro., 3d p. sing. num. and nom. case to *could guess*.

Could guess is a reg. trans. vb., act. v., pot. m., past t., and agr. with *who* in the 3d p. sing. num. RULE.—A finite vb., etc.

If is a sub. conj. and connects the two clauses.

Evermore is an adv. of time, and rel. to *should meet*.

Should meet is a reg. int. vb., pot. m., past t., and agr. with *eyes* in the 3d p. plu. num. RULE.

Those is a pron. adj. and rel. to *eyes*.

Mutual is a com. adj. and rel. to *eyes*.

Eyes is a com. n. 3d p. plu. num. neu. gen. and nom. c. to *should meet*.

Whom have they elected President ?

“From crag to crag, the rattling peaks among, leaps the live thunder.”

“You all did see, that on the Lupercal
 I thrice presented him a kingly crown,
 Which he did thrice refuse.”

What by entreaty and what by threatēning I at
 last succeeded.

NOTE.—*What* is used here in the sense of *partly*, and is an adverb. Sometimes *what* is an adjective. What news have you ?

“A little fire is quickly trodden out
Which, being suffered, rivers cannot quench.”

“Better is a dinner of herbs where love is,
Than a stalled ox and hatred therewith.”

I shall know but *one* country. The ends *I* aim at shall be “My Country’s, My God’s, and Truth’s.”

Romans, Countrymen, and Lovers! hear me for my cause; and be silent, that you may hear: believe me for mine honor; and have respect unto mine honor, that you may believe: censure me in your wisdom; and awake your senses, that you may the better judge.

This is a compound sentence, composed of three members, each of which is also compound, consisting of a simple and a complex clause. *Romans, Countrymen, and Lovers*, are each in the nom. ind. by direct address.

- | | | |
|----|---|--------------------------------------|
| 1. | { | A. Hear me for my cause ; |
| | | a. and be silent, |
| | | a'. that you may hear; |
| 2. | { | B. believe me for mine honor, |
| | | b. and have respect unto mine honor, |
| | | b'. that you may believe ; |
| 3. | { | C. censure me in your wisdom ; |
| | | c. and awake your senses, |
| | | c'. that you may the better judge. |

A. *You* (understood) is the sub., *hear me for my cause* is the pred. ; *hear* the pred. vb. is mod. by the obj. *me*, and the adv. ad. *for my cause* ; *cause* is mod. by *my* and gov. by *for* :

a. *And* is the connective, *you* is the sub., *be silent that*, etc. is the pred. ; *be* the pred. vb. is mod. by the att. *silent*, which is mod. by the adv. ad. *that you may hear*.

a'. *That* is the connective, *you* is the sub., *may hear* is the pred.

The child fell into the water, and when taken out did not come to for a long time.

NOTE.—*Did come to* is really the pred. vb. ; *to* in sense is a part of the verb, but in parsing the words separately it should be called an adverb. There are many examples of this kind, as, *To get rid of, to act up to, to bring to, to come by*, etc.

He struck the stone such a blow that it was crushed to pieces.

They remained to see what was done.

“All nature is but art unknown to thee,
All chance, direction which thou canst not see,
All discord, harmony not understood,
All partial evil, universal good.”—POPE.

NOTE.—*But* is used in the sense of *only*, an adverb ; the verb must be supplied in the last three lines.

“Once upon a midnight dreary, while I pondered, weak
and weary,
Over many a quaint and curious volume of forgotten
lore,—
While I nodded, nearly napping, suddenly there came a
tapping,
As of some one gently rapping, rapping at my chamber
door.”—POE.

This is a complex decl. sen., consisting of a prin. and two dep. clauses.

a. There came a tapping, suddenly, once upon a midnight dreary, as of some one gently rapping, rapping at my chamber door.

a'. While I, weak and weary, pondered over many a quaint and curious volume of forgotten lore.

2 a'. While I nodded, nearly napping.

(a.) *Tapping*, the sub. nom., is mod. by the adj. ads. *a*, and *as* used in the sense of *like* ; *as* is mod. by the adv. phrase *of some one*,

etc. ; *one*, the prin. word, is gov. by *of*, and mod. by the adj. ads. *some*, *rapping*, and *rapping at my chamber door* ; the part. *rapping* is mod. by *gently*, the second *rapping* by the adv. ad. *at my chamber door* ; *door*, the prin. word, is mod. by the poss. *my* and the adj. *chamber*, and is gov. by the prep. *at*. *Came*, the pred. vb. is mod. by the adv. adjuncts *once upon a midnight dreary*, *suddenly*, and the two dep. adv. clauses. *There* is an expletive.

“What’s in a name? that which we call a rose,
By any other name would smell as sweet.”

“She walks in beauty like the night (*like to*)
Of cloudless climes and starry skies.
And all that’s best of dark and bright,
Meet in her aspect and her eyes.”

NOTE.—The preposition is often omitted after the adjectives *near*, *nigh*, *like*, *opposite*, and verbs of *giving* or *imparting*.

The more you study grammar the better you will like it.

The before comparatives and superlatives is used adverbially. *The more*, *the better*, are adverbial phrases ; the words parsed *separately* are *adverbs*.

It was well for him to die at his post with his armor on.

This is a simple decl. sen. *It* is the grammatical sub. and represents the real sub., which is the compound phrase *for him to die at his post with his armor on* ; *was well* is the pred. *Him* is the ob. of *for*, and is mod. by the inf. phrase *to die at his post with his armor on* ; *to die* relates to *him*, and is mod. by the adv. adjuncts *at his post* and *with his armor on* ; *post* is the ob. of *at*, and is mod. by *his* ; *armor* is the ob. of *with*, and is mod. by the adj. adjuncts *his* and *on* ; *on* is a prep., and governs *him* understood.

Having declined the proposal, I determined on a course suited to my own taste.

Night's candles are burnt out and jocund day stands
tiptoe on the misty mountain's top.

Wheat is worth a dollar a bushel.

NOTE.—*Worth* signifies *of the value of*; it is an adjective in sense, but involves the idea of a preposition, and a noun following it may be parsed in the objective case *after worth*, or if preferred *in the ob- jective case without a preposition*.

“What wonder when
Millions of fierce encount'ring angels fought
On either side, the least of whom could wield
These elements, and arm him with the force
Of all their regions?”

“Now came still evening on, and twilight gray
Had in her sober livery all things clad.”

“The thunder rolls: be hushed the prostrate world
While cloud to cloud returns the solemn hymn.”

FALSE SYNTAX.

Correct the following sentences and give the reasons:

He was superintendent of an hospital for the insane.

A should be used before nouns beginning with a consonant sound.
therefore *an hospital* should be *a hospital*.

The man was a hostler.

James told us an humorous story.

What is the difference between the old and new book.

When two or more adjectives connected by *and*, relate to the same noun, the article should be placed before the first adjective:

but when they relate to different nouns, the article should be placed before each one. Therefore *the old and new* should be *the old and the new*.

I have both a large and small dictionary.

Them that study will learn.

He and me will study from the same book.

We saw the soldiers, they that were marching down Broadway.

They should be *them*. An explanatory noun or pronoun is put by apposition in the same case.

Books of these sort are quickly read.

These should be *this*, to correspond with the number of the noun. *This* and *that*, plural *these* and *those*, must agree in number with the nouns to which they relate.

That scissors were imported.

Which is the greatest of the two ?

Which is the more important island, Cuba, Hayti, or Jamaica ?

Russia is more extensive than any European state.

Any European state should be *any other European state* ; since Russia could not be more extensive than itself. When two things are compared, the former term of comparison should not be included in the latter.

Israel loved Joseph more than all his children.

They met agreeable to their engagement.

You can have neither of these three books.

You may choose either of the days of the week for a holiday.

I am exceeding glad to meet you.

The copy was uncommon well written.

He acted much wiser than he thought.

We caught them fish in the river.

NOTE.—*Them* is never an adjective, and should not be used for *these* or *those*.

The poor cannot have the luxuries the rich enjoy, but we need not conclude that those are happy and these miserable.

Transpose *those* and *these*. In contrasting *that* and *this*, *those* and *these*, *that* and *those* refer to the more distant terms, *this* and *these* to the nearer.

Let either of them speak in their turn.

Their should be *his*. Each, either, and neither are singular (each one, either one, neither one); and pronouns must agree with the nouns which they represent in person and number.

Are either of these men known?

Each of them wrote their exercises.

Some offenses are deserving punishment.

Of should be inserted before punishment.

A participial adjective or participial noun cannot govern a noun or pronoun in the objective case. A participial adjective has the form of a participle, but rejects the idea of *time*.

Every one must choose their own way.

When we see a person prosperous we are apt to envy them.

Every man should provide for their families.

Those which desire to learn should be diligent.

Send the multitude away that it may go and buy itself food.

If a telescope is inverted, objects seen through it will be diminished.

We have done no more than it was our duty to have done.

If he understands the lesson and study it he will not be deficient.

NOTE.—When two or more verbs relate to the same subject, they should agree in mood, tense, and form, or have separate nominatives.

Honesty is universally commended, and would be practiced if men were wise. (It would be, etc.)

All their neighbors were not invited.

Not all their neighbors were invited.

Adverbs should be so placed in the sentence as to make it correct, clear and elegant.

I only recited one lesson during the day.

I only bought the horse and not the buggy.

The farmers sell their produce generally to the merchants.

He rode to town and drove twelve cows on horseback.

There was another pupil still who did not know his lesson.

I will never do so no more.

NOTE.—Avoid double negatives ; they contradict each other.

We didn't find nobody at home.

You don't know nothing about it.

He wondered that none of the teachers had never seen it.

The council were not unanimous, and therefore it separated without accomplishing anything.

The multitude was so great that we made our way with difficulty through them.

The army was badly cut up, but made good their retreat.

The president or secretary will favor us with their presence.

The committee were unanimous in its action.

Neither of us is willing to give up our claim.

Every flower and every animal shows the wisdom of him who made it.

Envy and hate manifested itself in his countenance.

Let every governor and legislature do as it thinks best.

John or James will favor us with their company.

Their should be *his* to agree in number with the antecedents *John*, or *James*.

The House of Representatives were called to order.

The number of inhabitants in the United States now amount to over forty millions.

Neither Mary nor Sarah were there.

If he was to be elected, he would disgrace the party.

There was no bench, nor no seat of any kind that was not crowded with people.

He could not deny but what he borrowed the money—(*deny that*).

I have the same opinion of the matter with my friend—(*as*).

Why do you not study like I do—(*as*).

The book is not as accurate as I wished it to be—(*so accurate*).

William's and Mary's reign.

Men, women, and children's shoes.

While still the busy world is treading o'er

The paths they trod five thousand years before.

These clothes does not fit me.

'The girls' writing is neater than the boys.

The woman learned my brother to knit.

Who do you think I met yesterday.

They are all remarkable studious.

I have been studying since I come to school.

James or John seen him coming this way.

Let us lie our books on the table, and they will lay there
till we return.

Many people never learn to speak correct.

Keep what I have told you a secret between you and I.

Neither the crew nor the passengers was saved.

The Board of Education published their proceedings.

I saw the three first examples that were given.

Him and me saw the boat when it capsized.

The whole human race suffers for the sins of their
ancestors.

The men of property are those who we generally find
most negligent of their political duties.

Was you there when John come.

There are not many children in our country whose
education have been entirely neglected.

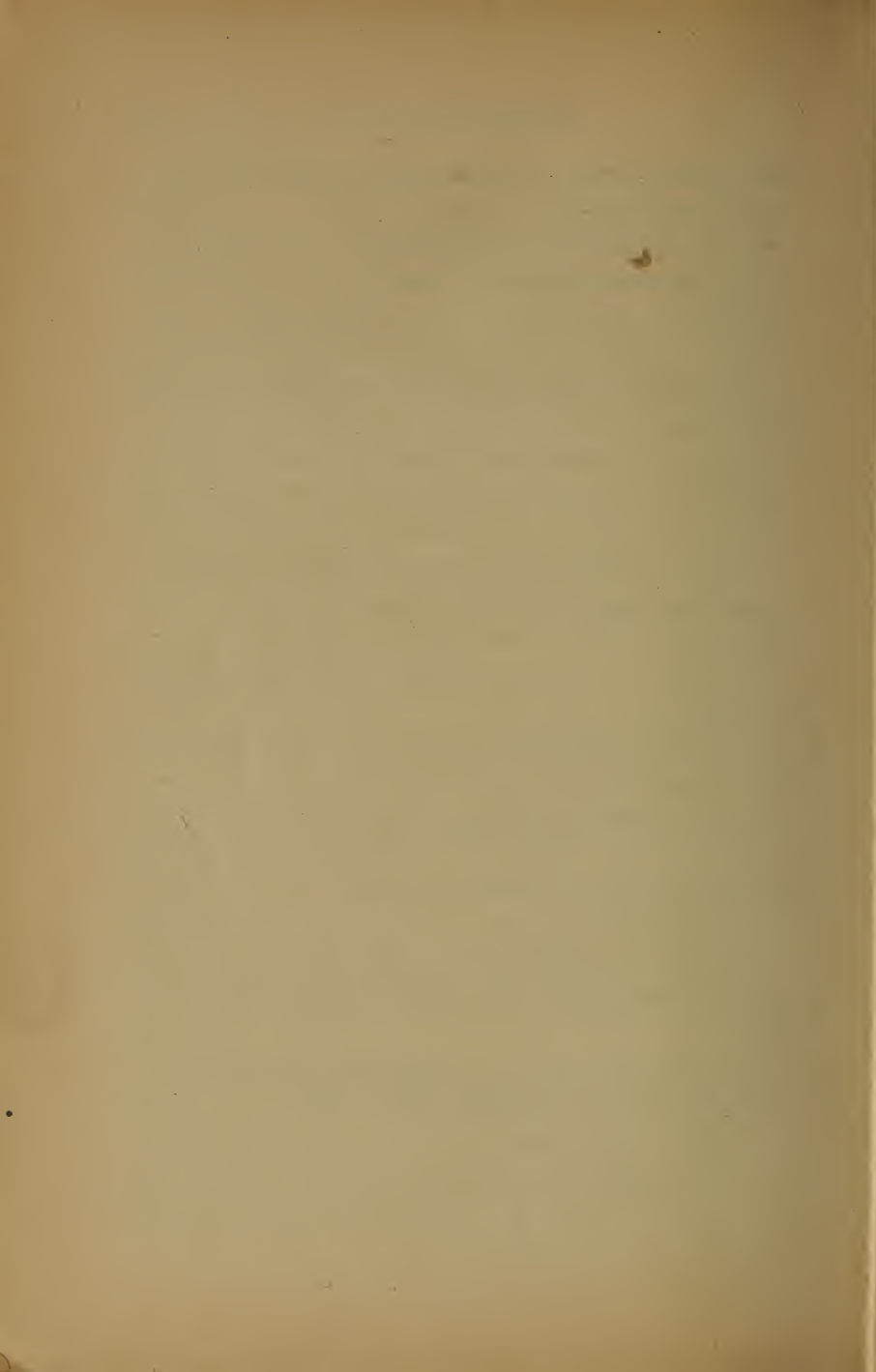
There was more than one of them that I seen playing.

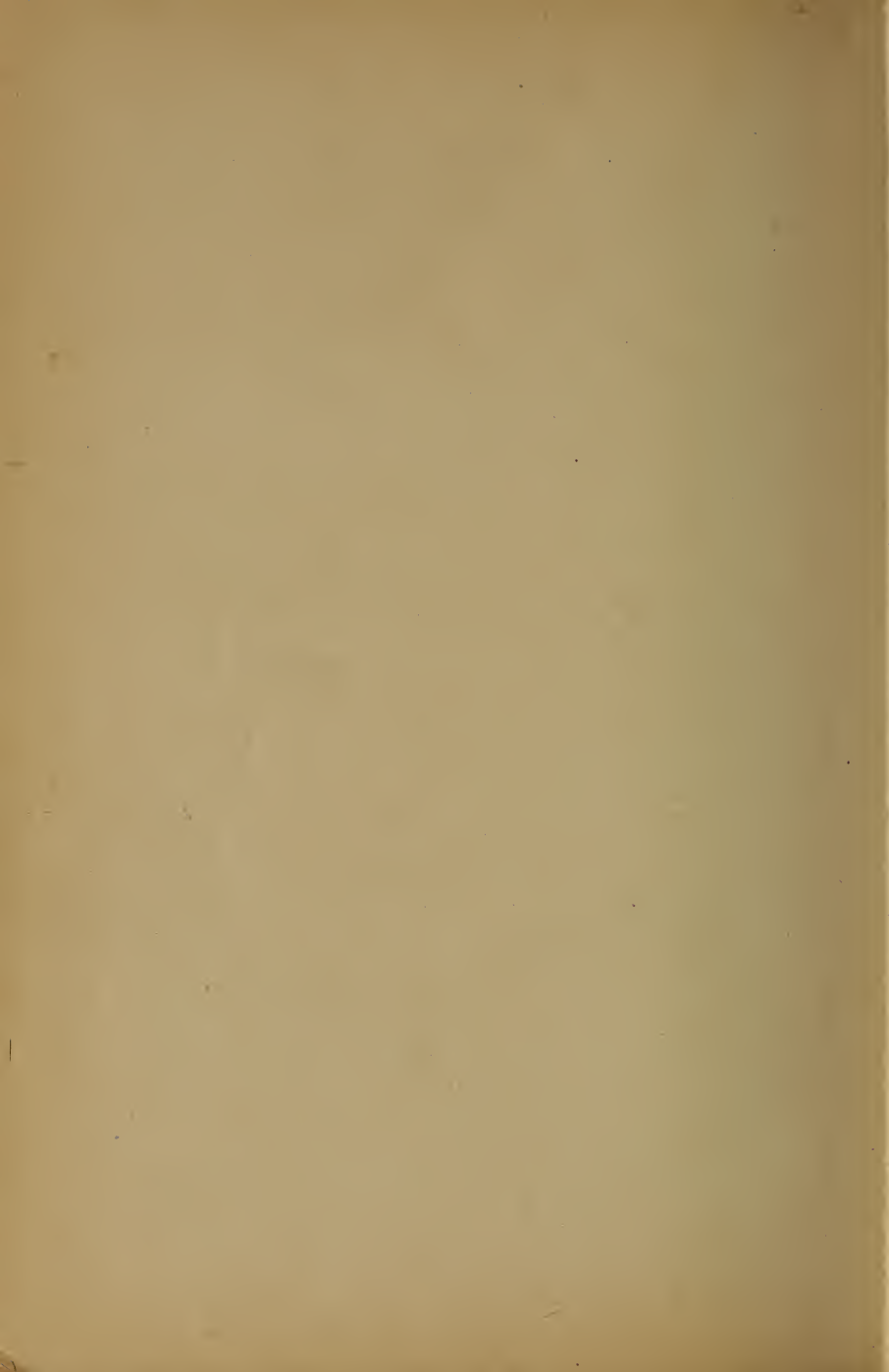
I done my work quick, and he done his.

John, James and I was in the field when the horses run
away.

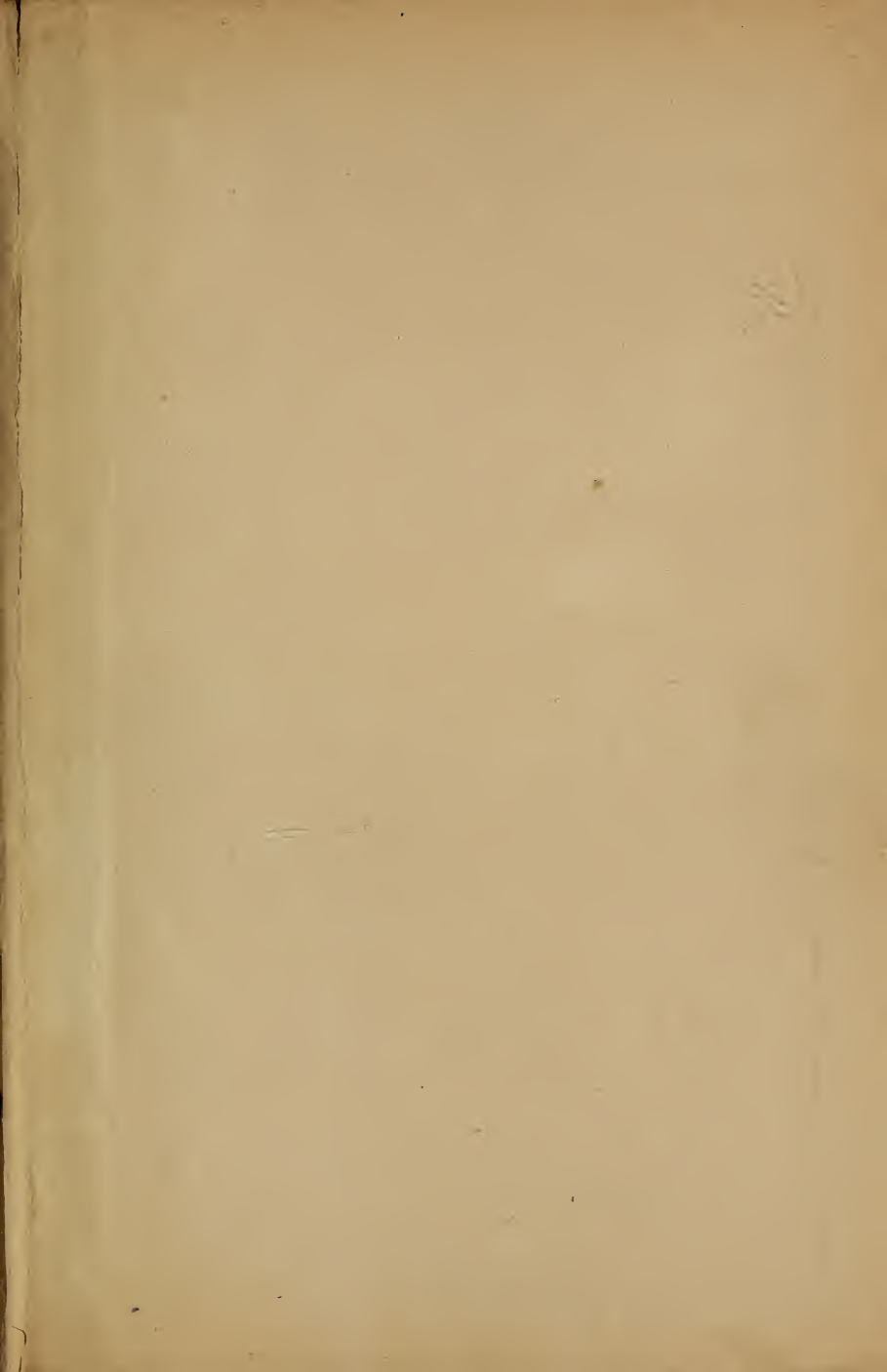
They were the men who was making a disturbance.

The government will chang- their policy.









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